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COMMERCIAL EDUCATION IN THE CIVILIAN CONSERVATION CORPS

Submitted by

Leo Joseph Query

(B.B.A., Boston University, 1926)

In partial fulfillment of requirements
for the degree of Master of Education

1938

Readers

First Reader: Paul L. Salsgiver, Assistant Professor
of Commercial Education
Second Reader: Atlee L. Percy, Professor of Accounting
and Commercial Education
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APPENDIX

The court decided to accept the terms of the offer and to grant the writ of habeas corpus. The court also ordered the release of the prisoner and the return of his property.

1847

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CHAPTER I

The Purpose and Scope of this Study

The purpose of this study is to enquire into the advisability and feasibility of a program of commercial education in the Civilian Conservation Corps work camps. The sub-problems which are material to the solution of the main problem are:

1. The application and interpretation of facts derived from other studies of camp educational activities related to the present problem.
2. Establishment of the need for certain procedures, tests, and measurements in a camp commercial education program.
3. Determination of the ideal content of camp commercial education programs.

The present study is confined to the First Corps Area, which comprises the New England states, since this area is relatively homogeneous from the point of view of geography, type of population,¹ compactness, and human needs.² The study of the problem on a national scale would involve an area too vast,

¹"Commercial Structure of New England," Domestic Commerce Series No. 26. Washington: The Government Printing Office, 1929, pp. 2, 3.

²Gerald E. Miles, Editor, Studies in C.C.C. Camp Education. Project in Research in Universities. Boston University in Cooperation with the United States Office of Education. Dr. Ben W. Frazier, Director. Boston: Boston University, February 17, 1937. Study 21, p. 4.

of varying economic and human needs, and elements of population too diverse to be conclusive. Furthermore, existing studies pose a problem which is applicable only to the First Corps Area. It is this region with which the author is thoroughly familiar from his experience as an officer in the Civilian Conservation Corps, and which by training and experience he is most capable of interpreting.¹

The study is further delimited to commercial education as against all educational activities, as a result of the implications of the need for vocational education appearing in existing studies.²

¹Appendix I, p. 71.

²Gerald E. Miles. op.cit., entire work.

of varying economic and social status, and also of varying
and diverse to be considered. The economic, social and
other factors which are significant only to the first three
to its main aim and the author is particularly
from his experience as an officer in the Indian Government
service, and also by training and experience in many aspects
of the subject.

The study is further related to commercial education
as against all educational activities, as a result of the
study of the need for vocational education appearing in various
stages.

CHAPTER II

Previous Studies and Available Data

Many studies and works of a less serious nature are extant,¹ but with the exception of the studies made by Boston University in cooperation with the United States Office of Education,² none are specifically restricted to New England. There have been official studies made within the First Corps Area, by the Army and Technical Services, both individually and jointly, but they are not available to the public.

There have been, in the past, many writings of a general and special nature, which, though not specifically adaptable to the First Corps Area, are excellent as background material.³

Valuable material may be gleaned from the reports of enrolling authorities,⁴ the reports of the Director of Emergency Conservation Work,⁵ and from the Office of Education.⁶ This material is mostly in the form of statistics concerning the enrollees, pre-enrollment data, and attainments within the Corps. The experience of the author, however, indicates that those

¹Appendix II. pp. 73-75

²Gerald E. Miles. op.cit, Studies 20-23.

³Appendix II. pp. 73-75

⁴Annual Reports of state selecting agents, each New England state. Obtainable from State Departments of Labor.

⁵Annual Report. The Director, E.C.W. Washington: The Government Printing Office, 1933-1937.

⁶The Office of Education, Washington, D.C. Various publications.

Physical Education and Athletics

Many studies and works of a less serious nature are
 referred to, but also the question of the physical aspect of
 education is mentioned in connection with the United States Office of
 Education.¹ Some are specifically mentioned in the report.

There have been official studies made within the United States
 Government, by the Army and National Service, some individually
 and jointly, but they are not available to the public.

There have been, in the past, many studies of a

general and special nature, which, though not specifically
 applicable to the physical aspect, are excellent as background
 material.²

Various material may be obtained from the reports

of existing authorities.³ The reports of the Director of

Secondary Education have,⁴ and from the Office of Education.⁵

This material is chiefly in the form of statistics concerning the
 enrollment, the enrollment rate, the other things within the scope.

The experience of the United States, however, indicates that these

¹ American Physical Education Association, 1917-1918.
² Report of the Director of Education, 1917-1918.

³ Annual Report of the Director of Education, 1917-1918.
⁴ Annual Report of the Director of Education, 1917-1918.
⁵ Annual Report of the Director of Education, 1917-1918.
⁶ Annual Report of the Director of Education, 1917-1918.

figures compiled from the reports of camp educational authorities must be considered with great care, since it is the author's knowledge that in many cases the figures are not entirely reliable. This statement is confirmed by statements in the studies made by Boston University.¹ Furthermore, the educational reports are of limited value, since wide variances exist between the results from various camps, as a result of widely differing standards of attainment, varying points of view of the Camp Educational Councils, and highly divergent programs between camps,² as illustrated in the material following.

The studies made by Boston University³ are an excellent source of data, although in some parts they have been affected by the limitations of any survey.⁴ On the whole, they are exhaustive and reasonably accurate in data and interpretations. Many of the data remain uninterpreted, especially in Study 21,⁵ and it is the author's intention to interpret such of these data as are material to this study.⁶

¹Gerald E. Miles. op.cit. Study 20, p. 7.

²Ibid. Study 21, Table 24.

³Loc. cit.

⁴Ibid. Study 20, pp. 4,5.

⁵Ibid. Study 21, p. 3.

⁶Extracts of certain of these tables are in Appendix III, pp. 76-77 for the reader's convenience.

figures compiled from the reports of some educational authorities
must be considered with great care, since it is the author's
knowledge that in many cases the figures are not entirely
reliable. This statement is confirmed by statements in the
studies made by Boston University. Furthermore, the educational
reports are of limited value, since the various social sciences
the reports from various cases, as a result of which differing
amounts of attention, varying points of view of the laws
educational conditions, and along different systems between
cases, as illustrated in the statistical findings.
The studies made by Boston University are an excellent
source of data although in some cases they have been affected
by the limitations of the survey. On the whole, they are
extensive and reasonably accurate in their own interpretation.
Many of the facts remain unexplained, especially in Study II,
and it is the author's intention to interpret some of these data
as are essential to this study.

TABLE I. Study I. 1911-1912. Study II. 1913-1914.
TABLE II. Study I. 1911-1912. Study II. 1913-1914.
TABLE III. Study I. 1911-1912. Study II. 1913-1914.
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TABLE IX. Study I. 1911-1912. Study II. 1913-1914.
TABLE X. Study I. 1911-1912. Study II. 1913-1914.

CHAPTER III

History of General Civilian Conservation
Corps Camp Education

The Civilian Conservation Corps (Emergency Conservation Work) was established in 1933 by Executive Order No. 6101,¹ as a means of relieving unemployment, by enrolling unemployed men and boys under Federal auspices for work in the conservation of natural resources at a wage scale varying from \$30 to \$45 per month, and found. Of the cash wage, at least \$22, and usually \$25 per month, must be allotted to a named beneficiary, normally a member of the enrollee's immediate family.²

In addition to the large group of otherwise employable young men, there were many who had not been properly prepared by the schools for employment,³ and others who had failed to complete school because of lack of motivation.⁴ Other young men were, as a result of their own natures, unwilling or unable to secure work;⁵ and still others were suffering from disturbances -- mental, moral, and of morale -- as a consequence of the consciousness of their unemployability.⁶

At the time of the inception of the program, there was a severe dislocation of national economy, with resulting unemployment and unemployability, the burdens most severely falling on the young and the elderly.⁷

¹Annual Report, Director E.C.W., 1936. op.cit., p. 46.

²Civilian Conservation Corps Regulations. War Department, Washington: The Government Printing Office, 1937, par. 35, 36.

³Homer P. Rainey et al. How Fare American Youth? New York:

⁴D. Appleton-Century, 1937, pp. 44-46.

⁵Ibid., pp. 25-39; 159-164.

⁶Loc. cit.

⁷Loc. cit.

Joel E. Nystrom, "Informal Educational Activities." Phi Delta Kappan, XIX, No. 9 (May, 1937), p. 310.

Thus, we may see that the Civilian Conservation Corps-Emergency Conservation Work program was stimulated by: the failure of national economy; inadequacy of public schools; the failure within the persons of our youth; and the need for the conservation of natural resources, reforestation, etc. Up to May, 1937, over two million young men had been enrolled in the Corps at a cost, to that date, of one and one-half billions.¹

Acts Public 5 and 11,² which authorized the formation of the Emergency Conservation Work program, also inferentially provided that an educational program should be maintained within the organization, but did not prescribe the extent or content. The Director of Emergency Conservation Work charged the Army, with the aid of the Office of Education, with the establishment of an adequate program of education in addition to its other duties.³

Since the establishment and administration of the Army, as well as the Civilian Conservation Corps is by Corps Areas, the educational system was carried on as nine separate and distinct systems, coordinated by the Office of Education representative on the General Staff.⁴ Each Corps Area had a Corps Area Educational Advisor on the Staff of the Corps Area Commander,⁵ and each District within the Corps Area later had a

¹"It may Interest You to Know That ---." Phi Delta Kappan, XIX, No. 9, (May, 1937) p. 310.

²Public Resolutions 5 and 11, 73rd Congress. (S.598 and H.J.Res.117)

³Civilian Conservation Corps Regulations. op.cit., par. 3 c

⁴A Handbook for Educational Advisors in the C.C.C. Washington: The Government Printing Office, 1934, p. 1.

⁵Civilian Conservation Corps Regulations. op.cit. Section XII.

Thus, we see that the Civilian Conservation

Corps-Emergency Conservation Work program was established by:

the failure of war and economy; inadequacy of public schools;

the failure of the private sector to provide for the needs of

the conservation of natural resources, particularly, etc.

By the way, 1937, over two million young men and women were

in the Corps at a cost, at that time, of one and one-half billion.

Let's turn to 1941, when authorized the formation

of the Emergency Conservation Work program, which is essentially

provided that an educational program should be retained within

the organization, but did not mention the extent of support.

The Director of Emergency Conservation Work created the E.C.W.

with the aid of the Office of Education, with the understanding

of an adequate program of education is essential to the future

of the

Since the organization was established by the

Army, as well as the Civilian Conservation Corps in the Corps

area, the educational program was carried on at this expense

and educational expenses, contributed by the Office of Education

representative to the National Board.

A Corps Area Educational Advisor on the staff of the Corps Area

Commander, and each District within the Corps Area later had a

It is very interesting to note that the Civilian Conservation

Corps, No. 1 (May, 1937) p. 111.

Public Laws 50 and 51, 73rd Congress, (1933 and 1934).

Civilian Conservation Corps Regulations, 1937, p. 1.

A Handbook for Educational Activities in the Corps, 1937.

The Department of the Interior, Bureau of Education, 1937.

Civilian Conservation Corps Regulations, 1937, Section XII.

District Educational Advisor on the Staff of the District Commander. Each camp, in turn, was assigned an Educational Advisor, who served on the Staff of the Camp Commander. Each of these Staff Advisors had functions which were expert-advisory, but no Advisor possessed responsibility or accountability, which devolved on the Commander of the unit.¹

No national objectives were at first formulated, other than the elimination of illiteracy. Because of the lack of available funds and competent instructors, together with the active opposition of labor organizations to any instruction of enrollees in crafts or trades,² the program of educational activities was at first excusably haphazard. There were no precedents or examples for such a program.³

The attitude then prevailed, as it does now, that the Civilian Conservation Corps is primarily a work program, in which all are to give to the United States one hundred cents worth for every dollar. Many have felt that the formal educational program should dominate,⁴ or at least should be allowed time from the work projects, but to date that attitude has not prevailed, except in instruction "on the job."⁵

Enrollees have a prescribed daily routine which is fixed to a great extent by the regulation requiring forty hours of work per five day week, time loss caused by inclement weather to be made up insofar as possible by work on Saturday of the same week.⁶ The average camp follows approximately this routine:

¹Civilian Conservation Corps Regulations. op.cit., Section 12.

²"Company 5757, C.C.C." The Saturday Evening Post, 210:8,9, (Sept. 11, 1937).

³Handbook for Educational Advisors. op.cit., p. 4.

⁴Gerald E. Miles. op.cit., Study 20, p. 169.

⁵Civilian Conservation Corps Regulations. op.cit., par. 163 1

⁶Ibid., par. 31.

Chief Executive Officer, advised on the staff of the District
Commander. Each day, in fact, was assigned an individual
instructor, who served on the staff of the Camp Commander. Each
of these staff advisors had functions which were executive in nature,
and no advisor possessed responsibility or authority, which
devolved on the Commander of the camp.

No national objectives were at first formulated, other
than the acquisition of literacy. Because of the lack of
available funds and competent instructors, together with the
active opposition of local organizations to any interference of
foreigners in their affairs, the program of educational
activities was at first extremely haphazard. There were no
precedents or examples for such a program.

The activities then evolved, as it does now, from the
Civilian Conservation Corps as primarily a work program, in
which all are to give to the United States the hundred hours
work for every soldier. This was told to the foreign
educational program which, as at present should be
allowed the first two years of study, but to date that attitude
has not prevailed, except in Washington "on the job."

Education has a prescribed daily routine which is
fixed to a great extent by the regulations regarding forty hours
of work per five day week, time lost caused by inclement weather
to be made up in later as possible by work on Saturday of the
same week. The average camp follows approximately this routine:

- 1. Morning exercises, 8:00 a.m. to 8:30 a.m.
- 2. Breakfast, 8:30 a.m. to 9:00 a.m.
- 3. Morning instruction, 9:00 a.m. to 11:00 a.m.
- 4. Lunch, 11:00 a.m. to 11:30 a.m.
- 5. Afternoon instruction, 1:00 p.m. to 3:00 p.m.
- 6. Dinner, 3:00 p.m. to 3:30 p.m.
- 7. Evening instruction, 3:30 p.m. to 5:00 p.m.
- 8. Evening exercises, 5:00 p.m. to 5:30 p.m.
- 9. Bedtime, 9:00 p.m. to 9:30 p.m.

6.00 A.M.	Rising
6.00-6.30	Toilet
6.30-7.00	Breakfast
7.00-7.45	"Housekeeping" details
8.00-12.00	Work Detail
12.00-1.00 P.M.	Lunch or Dinner
1.00-4.00	Work Detail
4.00-5.15	Free (usually occupied by personal details)
5.15-	Flag Lowering Exercises
5.30-6.15	Dinner or Supper

The remainder of the day is free time, except for the few who may have special duties on roster, e.g. kitchen police, police detail, or those on punishment duty. It is obvious that the only time available for classes is during the evening, a period, however, when the effects of fatigue are most prevalent, and difficult to combat, as those who sought to organize classes soon discovered.¹

In the first phase of camp education, the camp advisor usually concentrated on the elimination of any illiteracy he may have discovered, the development of leisure time programs, and the stimulation of avocational pursuits by enrollees.² As experience was gained, and an organization perfected, formal courses in academic and other subjects were added as they were requested by the members.³ The result was a multiplicity of courses which tended to spread the efforts of the advisor and teachers, if any, and to fail to sustain the interest of the enrollees, to the extent that the whole program bogged down.⁴

¹"Company 5757, C.C.C." op. cit.

²Ibid.

³Gerald E. Miles. op.cit. p. 13, Study 20.

⁴"Company 5757, C.C.C." op. cit.

It was at this point that definite policies and aims for the educational program were formulated by the Coordinator. The objectives as proposed were:

1. To develop in each man his powers of self-expression, self-entertainment, and self-culture.
2. To develop pride and satisfaction in cooperative endeavor.
3. To develop as far as practicable an understanding of the prevailing social and economic conditions to the end that each man may cooperate intelligently in improving these conditions.
4. To preserve and strengthen good habits of health and of mental development.
5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves camp.
6. To develop an appreciation of nature and of country life.¹

In 1934 and 1935 general conditions warranted an increase in the size of the Corps, and many camps and thousands of enrollees were added. Shortly thereafter the organization of the Civilian Conservation Corps, particularly of the work camps, had settled down to the point that the camps were now finished and "going" organizations, with established standards, "veteran" personnel, a growing esprit de corps, and a consciousness of showmanship, evidenced by what is known to the service

¹Handbook for Educational Advisors. op.cit., pp.3,4.

It was at this point that the following principles were

laid for the educational program after consultation with the

Board of Directors. The objectives are presented below:

1. To develop in each man his sense of

self-expression, self-fulfillment, and self-reliance.

2. To develop habits and attitudes in

constructive endeavor.

3. To develop an far as possible an

understanding of the prevailing social and economic conditions

to the end that each man may cooperate intelligently in improving

these conditions.

4. To preserve and strengthen good habits of

health and of mental development.

5. To equip vocational training as is feasible,

but particularly by vocational counseling and adjustment

activities, to assist each man better to meet his personal

problems with his human resources.

6. To develop an understanding of history and of

current events.

In 1924 and 1925 general conditions were reported in

improvement in the state of the country, and many of the conditions

of conditions were noted. Shortly thereafter the organization

of the Civilian Conservation Corps, participation of the state

corps, had settled down to the point that the corps was not

lighted and "going" organization, with established standards.

"Veteran" personnel, a growing spirit of service, and a condition

more of citizenship, evidenced by what is known as the service

as "eye wash." The camps had already developed an educational organization. In each camp there was an Educational Council, headed by the Camp Commander as responsible officer, and comprising the Camp Educational Advisor, and the Camp Superintendent. The duties of the Council were advisory, and meetings were held at least once a month,¹ although in actual practice the Council was constantly in "informal session," debating and discussing camp educational policies and problems. While general guiding policies were set up by higher authority,² a theoretical wide degree of latitude was allowed the Camp Commander and Council, which in practice was often modified by the Inspector-Instructors, and the Corps or District Educational Advisors. Theoretically, these gentlemen were without authority to do other than recommend,³ but it is the experience of the author that in many cases the recommendation was treated as an order, since these gentlemen also possessed rating functions. Those who are familiar with the organization of the military will appreciate the situation and understand that policies can be made or changed and orders given, without being reduced to writing, but merely by inference or verbally. Therefore, in most cases, Camp Commanders followed the ideas and suggestions of the Inspector-Instructors and District or Corps Area Educational Advisors.

Each camp now had a staff of teachers, usually four in number, secured through the cooperation of the Works Progress Administration and the National Youth Administration. In most

¹Civilian Conservation Corps Regulations. op.cit., Section XII.

²Ibid.

³Ibid.

as "the end." The camp had already developed an organizational structure. In each camp there was an Executive Council, headed by the Camp Commander as responsible officer, and assisted by the Camp Educational Advisor, and the Camp Representative. The duties of the Council were advisory, and were to be held at least once a month, although in actual practice the Council was convened only in "emergency sessions," sessions and discussions of camp educational policies and procedure. While general guiding policies were set up by higher authority, a considerable degree of latitude was allowed the Camp Commander and Council, which in practice was often modified by the Executive-Instructional and the Camp or District Educational Advisor. Practically, these small units were almost entirely in the power of the Camp Commander, but it is the responsibility of the Council to keep the camp in a permanent condition and to provide an outlet for the camp's educational suggestions and feelings. These and the Council also are responsible for the organization of the camp's all-around educational and cultural life. Detailed camp policies can be made or changed and orders given, without being referred to higher authority by the camp at various times. Therefore, in each camp, Camp Commanders followed the usual and suggestions of the Executive-Instructional and District or Camp Area Educational Advisors.

Each camp now had a staff of teachers, usually four in number, assisted through the cooperation of the Youth Program Administration and the National Youth Administration. In each

Division Council of Camps Representative, of the...
Signed
Signed

cases these men were well qualified and did yeoman service. Each camp had a library composed of one or two hundred classics and books of an informational character which were circulated by the Army,¹ and in addition, books secured by diverse means, usually by the process known as "chiselling." In some camps, the libraries were excellent in content and arrangement, sometimes consisting of several thousand volumes.²

Since funds were seldom procurable from the government for the purchase of educational supplies and equipment,³ the Company Fund, a fund belonging to the enrollee group, administered by the Company Commander as trustee, and comprised of monies received as dividends from the Camp Exchange and from other sources, was used to procure certain educational and recreational supplies and equipment.⁴ Many articles were procured from persons friendly to the Camps and borrowed where possible. The Staff usually contributed materials and funds when necessary.⁵ Many Advisors and Company Commanders have expended personal funds to the extent of fifty dollars per month. The general public was very cooperative in donations of supplies and equipment.⁶

It is the experience of the author, confirmed by the Boston University studies,⁷ that, about this time, pressure was applied by higher authority toward the increase in educational

¹Handbook for Educational Advisors. op.cit., p. 16.

²Gerald E. Miles. op. cit., p. 72.

³Civilian Conservation Corps Regulations. op.cit., Section XII;

Gerald E. Miles. op.cit., Study 20, p. 168.

⁴Gerald E. Miles. op.cit., Study 20, p. 168.

⁵Ibid., pp. 131, 135.

⁶Ibid., pp. 105, 106.

⁷Ibid., p. 7.

activity. As a means of self-interest and self-protection, Camp authorities took steps to increase class enrollments, with the result that in some camps the program was placed on a semi-compulsory basis by indirect methods,¹ and educational reports tended to be padded,² with the result that the figures in many cases are not entirely reliable. Under the pressure applied, in many instances, those programs and facilities which tended to make a good "show"³ became of paramount importance, to the detriment of real educational activity.

At the same time, there was a definite trend, as a result of policy, to cut down the number and variety of courses offered and to emphasize those subjects that were simple and practical in nature.⁴ Cooking, office activities, truck driving and repair, vegetable farming and poultry and animal husbandry were encouraged.⁵

A feeling of dissatisfaction with existing conditions became apparent in the field; and, in the periodic joint Army-Technical Service meetings of the Districts, the Technical Services, who are not subject to the customs of the military service,⁶ became vocal in their efforts to secure a change.⁷

As a result, a new policy went into effect and a new phase of educational activity came into being.⁸ The conservation and job-training aspects of education were now emphasized.

¹Gerald E. Miles. op.cit., p. 160.

²Ibid., p. 7.

³Ibid., pp. 159, 160.

⁴Fred Morrell. "Job Training in the C.C.C." Phi Delta Kappan, XIX, No. 9 (May, 1937) p. 342.

⁵Report of the Director, E.C.W., 1937. op.cit., p. 8.

⁶H.G. Leach, "Soldiers as Educators." Forum, 98:97-8, (Sept. 1937).

⁷Report of Joint Committee. Hdq. 3rd. C.C.C. Dist. (Date unknown, not a public document.)

⁸Report of the Director, E.C.W., 1937. op.cit., p. 8.

Camp Foremen were impressed as instructors and the various daily jobs of the men were studied and explained in detail.¹ Time for such instruction was made available from the work project and Technical Service Inspectors were appointed to supervise and aid.²

At the present time this policy is being followed, with apparently favorable results, although I am told by certain persons³ in the camps that it shows signs of failing. Mr. Joel E. Nystrom, Corps Area Educational Advisor, states that the policy⁴ of encouraging the use of civilian educational facilities seems to be producing results to the extent that the Commonwealth of Massachusetts is cooperating in the training of enrollees in evening trade schools. The trade program is being emphasized in those camps which are near city facilities; for example, the 1174th Co., Westfield, Mass., has 120 enrollees attending the Westfield Evening Trade School. The expense of the course is partially borne by George-Deen Act funds. Attempts have been made to install cooperative courses in trades and selling, but have been discontinued by order of the Director of the Civilian Conservation Corps as a result of the opposition of organized labor.

Arrangements have been concluded with the states of Maine, New Hampshire, Rhode Island and Connecticut, and are in the process of consummation with Vermont and Massachusetts,

¹Civilian Conservation Corps Regulations. op. cit., par. 163.

²Ibid.

³Identities Confidential, by request.

⁴Statement to the author, March 22, 1938. Indirect quotation as far as *.

whereby enrollees may take state examinations in grammar school subjects for the reciprocal "Equivalency Certificate," -- the equivalent of a grammar school diploma.

Mr. Nystrom states that excellent results are being attained with the use, in some camps, of course outlines and texts of the International Text Book Company (International Correspondence School), the work being done on a class basis rather than by correspondence. Lately there have been compiled a few suggested course outlines, but no attempt has been made to secure widespread adoption, the policy of the Corps Area Office being opposed to uniform syllabi and standards.

According to Mr. Nystrom, 80% of enrollees are presently attending one or more formal outlined courses. (This figure would include job-training courses.) He states that about 60-70% are enrolled in Vocational or Trade courses, with enrollments in Academic classes a strong second, and Commercial classes a poor third.*

The author's investigation¹ of camp programs as presently constituted indicates that there is a growing tendency on the part of Camp Councils to emphasize the vocations and skills, and to attempt to provide the facilities for instruction in these branches. This movement appears to be proceeding with a minimum of publicity, so as to prevent the active opposition of trade unions. The vocational skills which are attempted are simple and suited to the age and capacity of the learner and are, in large part, learned on the job.

¹Made over period Sept., 1937-May, 1938.

²Statement of Mr. Nystrom to author, March 22, 1938.

*Each camp now has schoolhouse facilities and an allotment of approximately \$200 per year per camp is made for educational purposes. The use of WPA and NYA teachers has been resumed.¹ * The use of job-training outlines has apparently led to some uniformity in teaching procedures and materials, although these results seem to be confined to the practical subjects.

Howard W. Oxley, Coordinator of Civilian Conservation Corps Education, has redefined the aims and objectives of this education to conform to needs as they are presently conceived, as follows:

1. Remedying illiteracy where found.
2. Vocational instruction.
3. Training on the work program.
4. Vocational guidance.
5. Cultural and general objectives.
6. Avocational and leisure time activities.
7. Character and citizenship development.
8. Assisting enrollees to find employment.²

¹Statement of Mr. Nystrom to author, March 22, 1938

²Howard W. Oxley. "Growth and Accomplishments." Phi Delta Kappan, XIX, No. 9, (May, 1937) p. 314.

CHAPTER IV

History of Civilian Conservation Corps Commercial Education

The history of commercial education in the work camps closely parallels the history of general educational activities. Commercial classes came into being in the same way as the other classes, -- as a result of enrollee request for vocational training.¹ Such commercial subjects as members desired to learn were made part of the curriculum. There has been little attempt made to restrict commercial instruction to those who are qualified to benefit by it, since there has been no general program of testing for intelligence, aptitudes, or other scientific method of characteristic determination. Many advisors have, by means of interviews, attempted to determine enrollee qualifications, but the success of this method has been indifferent.² The result has been that many of the members who have been taking commercial courses are unfitted by preparation, temperament, intelligence and personality to benefit from the courses, much less to secure the background or skills sufficient for job placement.³

¹"Company 5757, Civilian Conservation Corps." op.cit., p.6.

² Also Gerald E. Miles. op. cit. Study 20, p. 13.

³Gerald E. Miles. op.cit., Study 20, pp. 160,161.

³Ibid., pp. 31-33.

The usual subjects found on the list of courses
of the camps are

Typewriting 1 and 2
Commercial Law
Business English or Letter Writing
Commercial Arithmetic

and occasionally

Penmanship
Spelling
Shorthand
Bookkeeping and Accounting
Economic Geography

Some camps have a course in Occupations which is not, strictly speaking, a commercial subject.¹ Briefly, whenever a group of enrollees has indicated a desire for a particular course, it has been the practice of Advisors to form a class in the subject.

In some camps, instruction in business was limited by the lack of competent instructors. In some cases the Advisor was not qualified to instruct in the subjects, so the duty was delegated to an experienced enrollee. This condition held true particularly in instruction in the skills. In other camps, some member of the Staff was experienced in business or commercial teaching.² Many camps were so fortunately located as to be able to take advantage of civilian school facilities, either or both as to equipment or teachers.³ Where the instruction was confined to the camps, the necessary equipment was a serious problem, although by rental and use of Army and Technical Service

¹Gerald E. Miles. op.cit., p. 107.

²Ibid., p. 13.

³Ibid., pp. 13, 167.

The model subjects found on the list of subjects

of the camp are

Typographical I and II
Commercial Law
Business English or Latin Writing
Commercial Arithmetic

and occasionally

Foreign Languages
Spelling
Bookkeeping and Accounting
Technical Drawing

Some camps have a course in bookkeeping which is not strictly
teaching a bookkeeping subject. Usually, however, a list of
enrollments are furnished a duplicate for a particular course. It
was found that the number of students in each class in the subject
in each camp, information in business was listed
by the kind of technical instruction. In some cases the list
was not furnished in list in the subject, and the only way
determined to an experienced official. This position held
that particularly in instruction in the subject. In other camps,
and most of the camps are experienced in the subject of commercial
teaching. But some were so thoroughly located as to be
able to take advantage of all the other facilities, right of
with an arrangement of business. There are instructions
confined to the subject, the business subject was a common
subject, although in some and one of Army and Technical Service

Technical Service
Army and Technical Service
Technical Service

equipment, partial solution might be had.¹ In the past, the procurement of classroom space was a serious problem which has been overcome, however, by the building of a schoolhouse in each camp.

The faults attributable to the other courses were also common to commercial education. As has been indicated, there was little attempt to select commercial candidates and practically no selection on a scientific basis. No uniform syllabi have been used. Each camp set its own standards of attainment, with the result that Camp "A" might require a speed of 15 words per minute for "certification" in typewriting, while Camp "B" might require 30, and Camp "C" 45. On the other hand, Camp "D" might set no standard, but issue a certificate at the pleasure of the advisor. It is obvious that reports which indicate "X" number of "graduates" under the above conditions, have little or no meaning. On the other hand, those students who received instruction in nearby civilian facilities, in the Night Schools, were required to attain the standard set by the civil schools, and thus a true measure of attainment was made.²

The attitude of the Corps Area Educational Office is that standardization of syllabi and attainment is undesirable, although "sample course outlines" are available.³ Yet uniformity of teaching and attainment standards seem desirable to the author and to other observers.

¹Gerald E. Miles. op.cit. Study 20, pp. 13,43,101,131,142.

²Ibid., pp. 13, 167.

³Statement of Corps Area Educational Advisor to author, March 22, 1938.

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Professor Nichols says¹ that "no sound vocational training can be given for any occupation without first making sure that a truly functioning program of guidance has assured to the teacher, trainees who are potentially able to handle the duties of the job for which training is offered."¹

Mr. Altholtz declares² that "there is the need for measuring attainment of vocational ability. Reliable tests and other means of measurement must be devised for ascertaining how closely the vocational abilities of each pupil approximate employment standards. Uniform procedures must be adopted for administering the tests and evaluating the results."

Mr. Nystrom states that the policy in regard to commercial education is presently on the emphasis of subjects as applied to specific jobs, e.g., bookkeeping for gas station attendants, although the policy is not being followed uniformly throughout the Corps Area.³

The experience of the author has been that the commercial courses have been in the status of a "poor relation." There seemed to exist on the part of the enrollees an initial period of enthusiasm followed by a gradual loss of interest. In my opinion, this was a result of poor selection of candidates and insistence on a degree of attainment which most of the poorly selected class were unable to attain. But it is also the author's opinion that there exists a group who can continue successfully to the point of mastery, as shown in the material following:

¹Frederick G. Nichols, "Eastern Commercial Teachers' Association, Ninth Yearbook." Philadelphia: The Eastern Commercial Teachers' Association, 1936, p. 22.

²Nathaniel Altholtz, "Eastern Commercial Teachers' Association, Tenth Yearbook." Philadelphia: The Eastern Commercial Teachers' Association, 1937, p. xviii.

³Statement of Corps Area Educ. Advisor to author, March 22, 1938.

Protagonist, who is a man, "no more, no less."

He is a man who has been in the world for a long time, and he has seen many things. He is a man who has been in the world for a long time, and he has seen many things.

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CHAPTER V

The Need of a Rational Commercial Program

Education for Business and for Living

It is generally recognized by educators that certain pre-requisite qualifications exist in any line of life endeavor; those for business are usually considered to be:¹

1. Background education
2. Command of fundamentals
3. An attitude of earnestness toward the job
4. A background for understanding of business functions
5. Character
6. Personality
7. Health
8. Age factor - maturity
9. I.Q. sufficiency

A committee of students in the Graduate School of the College of Business Administration of Boston University, under the supervision of Professor Paul Salsgiver, has codified the objectives of commercial education, as follows:²

The Vocational Objective: Technical Skill

1. A kind and degree of technical skill required for successful functioning in one of the following recognized initial contact jobs in the commercial field:
 - (a) Stenography
 - (b) Operators of business machines
 - (c) Retail store salesmanship
 - (d) Bookkeeping
 - (e) General clerical work, exclusive of related stenographic and bookkeeping duties

¹Herbert H. Tonne and M.H. Tonne, "Social-Business Education in Secondary Schools." New York: University Press Book Company, 1932. Ch. I & II; and Frederick G. Nichols, "Commercial Education in the High School." New York: D. Appleton-Century Company, 1933. Ch. VI.

²"An Interpretation of the General Objectives of High School Commercial Education." Committee Report. Boston University Graduate School, Department of Commercial Education, July 29, 1937

The Role of a National Commission

Education for business and for living

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2. Provision for up-to-date technical knowledge of the kind and degree needed by the pupil in his initial position.
3. Provision for up-to-date skill training (modern machines and methods) of the kind and degree needed by the pupil in his initial position.
4. Provision for skill training in the school that is not and cannot be given "on the job."
5. The development of abilities and skills necessary for the performance of various office and store activities with intelligence, accuracy, and reasonable dispatch, e.g.:
 - (a) Ability to follow verbal and written directions.
 - (b) Ability to understand in proper relationship and balance school learnings as they apply to business work.
 - (c) Ability to differentiate between things, that the individual may determine what is relevant or irrelevant to the solution of a problem in his occupational work.
 - (d) Ability to select from information, habits, and ideals, those relevant to solution of his business problems.
 - (e) Ability to perform assigned duties without too much supervision.

The Vocational Objective: Occupational and Job Understanding

1. An appreciation of the limitations of the initial job; an understanding of the relation of the first job to other jobs higher up.
2. Occupational intelligence: understanding and appreciation of business organization, management, service, and employment.
3. An appreciation of the importance of industry and commerce in the activities of man. An understanding of the rights and responsibilities of employers and employees.
4. An understanding of the limitations of secondary school business training and the necessity for further study if vocational advancement is to come.
5. Related technical knowledge known to have promotional value.
6. The development of a proper attitude of honesty, loyalty, neatness, courtesy, accuracy, promptness, industry, cheerfulness, cooperation, and usefulness in the performance of a given task.

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7. A knowledge of the language of business and proficiency in its correct usage.
8. An appreciation of the fact that it is increasingly important that workers keep in good physical condition.
9. Exploration of pupils' interests and aptitudes through the study of occupational information about commercial pursuits.

The Personal and Consumer Objective

1. A useful and intelligent understanding of one's individual relationships with business, e.g. the ability to apply economic methods for purchasing and consuming the goods and services of business.
2. A knowledge of the more significant types of business and fields of business services with which the average consumer must deal.
3. A knowledge of the principles of budget making and the ability and desire to apply them to personal and family financial management.
4. The development of habits of thrift and wise money management together with an understanding of their personal and social significance in our economic life.
5. Familiarity with the laws of the nation, the state, and the municipality which grant both the consumer and producer certain rights and privileges.
6. Ability to use the fundamental processes in everyday life situations.
7. A knowledge of technical business forms.
8. The development of desirable personal qualities or traits particularly those which are most essential in the business world.
9. The development of a directive ability so that one can direct his learning with economy of effort and time.
10. The development of a preparatory ability so that one can use his present education as a means of furthering his education.

1. A knowledge of the language of business and efficiency in its correct usage.

2. An understanding of the fact that it is increasingly important that workers have a good working condition.

3. Knowledge of people's interests and attitudes through the study of sociological information about individual workers.

The Personal and General Objective

1. A useful and intelligent understanding of one's individual relationship with business, i.e., the ability to apply economic methods for production and consumption for the welfare of business.

2. A knowledge of the more significant types of business and their business services and their inter-relationships.

3. A knowledge of the principles of labor policy and the ability and desire to apply them to personal and family financial management.

4. The development of habits of thrift and wise money management together with an understanding of their personal and social significance in our economic life.

5. Realization that the laws of the nation, the state, and the community which govern the economy and business are not arbitrary whims and caprices.

6. Ability to use the fundamental resources in everyday life wisely.

7. A knowledge of technical business terms.

8. The development of business generalization to social participation, those which are essential in the business world.

9. The development of a directive ability so that one can direct his learning with economy of effort and time.

10. The development of a preparatory ability so that one can use his present education as a means of furthering his education.

The Social Objective

1. To make the largest possible contribution toward the achievement of the six non-vocational aims of secondary education which usually are stated as follows:
 - (a) Health
 - (b) Command of fundamental processes
 - (c) Worthy home membership
 - (d) Civic education
 - (e) Worthy use of leisure
 - (f) Ethical character
2. Understanding of the essential elements of the social organism of which the individual is a part and a determination to meet all civic responsibilities intelligently.
3. An understanding of the inter-relation of business and government.
4. An appreciation of and knowledge about the place and function of business in society, including some understanding as to the extent to which this social function of business is at present being realized and the part that each individual can play in improving it.
5. An understanding of the ethical relationships of workers in business, and an appreciation of the value of cooperative effort.
6. Attitudes toward ideals that will raise the level of business ethics and universalize fair business practices.
7. Provision for an education of high citizenship and consumer values.
8. An understanding of the economic interdependence of individuals, communities, states, and of nations on one another."

There are, of course, many individual ideas as to what are the aims and objectives of commercial education, but the sense of most seems to be codified in the above.

To attempt to educate in the Civilian Conservation Corps, (or in any system), for business employment any person who desires, without respect to his qualifications, is wasteful economically and harmful socially, resulting in the breakdowns of the system

1. To have the largest possible participation among the achievement of the six non-vocational aims of secondary education which usually are stated as follows:

- (a) Health
- (b) Character and fundamental processes
- (c) Working habits
- (d) Civic education
- (e) Literary and scientific
- (f) Ethical character

2. Understanding of the essential elements of the social organization of which the individual is a part and a determination to meet all social responsibilities intelligently.

3. An understanding of the inter-relationship of business and government.

4. An appreciation of and knowledge about the aims and function of business in society, including some understanding as to the extent to which this social function of business is at present being realized and the part each individual can play in improving it.

5. An understanding of the ethical relationship of business to business, and an appreciation of the value of cooperative effort.

6. Attention toward ideals that will raise the level of business ethics and universalize fair business practices.

7. Provision for an education of high citizenship and character value.

8. An understanding of the economic interdependence of individuals, communities, states, and nations on one another.

There are, of course, many individual aims as to what the

the aim and objective of commercial education, but the point of

that seems to be implied in the above.

To attempt to educate in the Division Commercial Course

(or in any system) for business requires any person and device

without respect to his qualifications, is wasteful economically

and harmful socially, resulting in the breakdown of the system

that we have witnessed in the past.¹ The first consideration in curriculum building is the personnel to be educated.² The personnel of the Civilian Conservation Corps is composed not only of men who need vocational training, but also of men whose need is not primarily vocational, but for social and economic knowledge, for extension of basic "tool" skills, for scientific guidance, and for background knowledge which will make them economically, socially and spiritually, better qualified for fuller living.

Vocational Education

New England is predominantly an industrial and commercial area. Large numbers of its people are engaged in commercial pursuits.³ Approximately 18% of its population are engaged in those occupations for which commercial studies are supposed to prepare.⁴

Investigation discloses that 75.51% of enrollees in the First Corps Area are from urban areas having a population of over 10,000⁵ and that 11% of enrollees intend to enter commercial occupations upon termination of enrollment.⁶

There exists in each camp a group of enrollees who could benefit from some type of commercial training program, as a preparation for business positions.⁷ Some of these members are

¹"Company 5757, Civilian Conservation Corps." op.cit.

²W.W. Charters, "Curriculum Construction." New York: Macmillan Company, 1929, Ch. 1.

³"Commercial Structure of New England." Domestic Series, No. 26. Washington: The Government Printing Office, 1929. Pp. 2-3.

⁴Ibid., Table 4.

⁵Gerald E. Miles. op.cit., Table 22.

⁶Ibid., Table 9.

⁷Ibid., Study 20, pp. 111-130.

presently engaged in camp job activities which bear close relation to outside commercial jobs, e.g., clerks, Army and State; Supply Stewards; Mess Stewards; Canteen Stewards; Tool Clerks; Senior Leaders; Leaders; Assistant Leaders; and Assistant Educational Advisors. These men are getting valuable training on the job, but in most cases their skills, knowledges, and abilities are amateurish, undeveloped, and crude.¹ They are doing the best job they can with their present knowledge and skill. There is a constant demand for replacement in these jobs, due to the exigencies of termination of service.² A common practice in the camps is to have "understudies" for each of these key positions.³ Camp administrators will support the contention that, on the whole, the job proficiency and efficiency of this key group is low, due to lack of training and experience but that the group improves rapidly on the job.

It is apparent that there is motivation on the part of these members for self-improvement, but that, at present, the improvement must come largely through job-practice, due to the lack of commercial class instruction.

It is not to be construed that the author would restrict the commercial classes or the opportunities for training on the job to the key group. There are other enrollees who are fitted by preparation, intelligence, inclination and personality,⁴

¹Weekly Bulletins and Letters, Hq. 3rd. C.C.C. District, Fort Devens, Mass. (Not public documents).

²Report of the Director, E.C.W., 1937. op. cit., p. 17.

³Weekly Bulletins & Letters. Ibid.

⁴Gerald E. Miles. op. cit. Tables 4, 12, 9, 11a.

to benefit from vocational commercial courses, and who can better prepare themselves for commercial occupations upon the termination of their enrollment. They should receive the basic training that will enable them to leave the Civilian Conservation Corps better prepared for business employment.

Social Business Education

Professor Nichols has said¹ that vocational commercial education "must be organized with specific people in mind.

[These factors] reveal a satisfactory indication of those needed for * * a sound program:

1. The Age Factor
2. The Sex Factor
3. Previous education
4. Nationality
5. Mental Equipment
6. Student and Business Ability
7. Personal traits."

He also states that "a large proportion of commercial students are not * * potentially trainable * * for worthwhile business positions."²

When these factors are taken into consideration and application made to the Civilian Conservation Corps situation, it is found that a large group of enrollees cannot measure up to the prerequisite demands of vocational education. 13.4% of enrollees are aged seventeen or less.³ In these times of terrific job competition, they are lost in the rush for jobs involving vocational skills. 11.4% have dropped out before attending Grade 9,⁴ and 51.4% before Grade 11.⁵ These members

¹Frederick G. Nichols. op.cit., pp. 100-115.

²Ibid., p. 436.

³Gerald E. Miles. op.cit., Table 1.

⁴Ibid., Chart 1.

⁵Ibid.

cannot possess the prerequisite knowledges and attitudes necessary to vocational preparation. It has been shown that the curve of intelligence of First Corps Area members is positively skewed,¹ so this factor is not favorable for the vocational commercial education of most enrollees. The nationality factor prevents the skill training of many enrollees, due to their lack of facility in the use of English. The student and business ability factor prevents vocational training of many who, as drop-outs, have demonstrated their lack of these qualifications. The factor of personal traits prevents still another group from participating in a vocational commercial program.

Professor Nichols might as well have been writing of the above group when he wrote:² "Still others who are not able to do high grade work in the more difficult commercial subjects and who cannot be expected to go far in a business career, find it practically necessary to choose subjects in this [social-business] field. Until a better type of training in some other field is available, it is the obligation of business education to meet the needs of these non-vocational pupils, and to find ways of so doing without lowering the standards of training for those who are desirous of making the best possible preparation for a business career."

Professor Nichols says further,³ that "business education is obligated to do what it can to preserve and add to the social progress that has been made through the ages; to elevate the whole, of which it is a part;" and again:⁴ "The social-business

¹See Chapter VI.

²Frederick G. Nichols. op.cit., p. 67.

³Ibid., p. 59.

⁴Ibid., p. 437.

subjects * * * may be regarded as essential parts of any commercial curriculum."

Most other educators seem agreed that, apart from vocational preparation, the Commercial Department can contribute in valuable measure toward the social and consumer knowledge objectives of education, and in guidance and exploration.

Perhaps the most significant conclusion that can be drawn from the figures set forth in Study 21 is the need for guidance and exploration on the part of the enrollees. One-fifth of these boys have no conception as to what they wish to make their livelihood,¹ and one third have never had employment to aid them in making the choice.² About 20% of all enrollees have made no vocational choice,³ although about 20% have taken a commercial curriculum in high school,⁴ and 22.4% have taken a general program,⁵ which usually includes one or more commercial subjects. That a larger percentage than actually indicated the intention actually will end up in business pursuits seems a reasonable conclusion, when it is considered that one third of all enrollees never have been employed,⁶ and that the figure of 20%⁷ who have made no vocational choice undoubtedly contains many who will by chance or design choose business as a career.

¹Gerald E. Miles., op.cit., Tables 9;29, Study 21.

²Ibid., Table 8.

³Ibid., Tables 9;29.

⁴Ibid., Table 4.

⁵Loc. cit.

⁶Ibid., Table 8.

⁷Ibid., Tables 9;29.

subjected to a test as reported in experimental work of the
Department of Education.

Most other students have agreed that, given time

to complete the work, the Department of Education and the

in various respects toward the school and student knowledge

objective of education, and its substance and structure.

Perhaps the most significant realization that can be

drawn from the findings and from the study is that the

guidance and supervision in the work of the Department

of these days have no doubt also as to what they will do

and their interests, and that they have never had sufficient

to aid them in making the choice. The study of all activities

have made no substantial choice, and only some have been

a substantial choice is to be made, and it is to be made

a general purpose, with usually the same aim as the substantial

choice. That a larger percentage than formerly is

the intention actually still to be in business and to

a reasonable conclusion, when it is considered that the

of all activities have been neglected, and that the

of 20% who have made no substantial choice substantially

may also will by chance or design choose business as a career.

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Table 10. Results of the study.

The fact that 11.4% of enrollees in New England camps did not attend school beyond Grade 8,¹ and that 51.4% had no formal education beyond Grade 10,² would seem to indicate that they had not had the opportunity to take advantage of the Guidance Program that exists in many High Schools. 13.4% of enrollees are aged seventeen or less,³ and the need for guidance into channels which will enable them to support themselves and their dependents in an agreeable occupation seems to the author to be of primary importance. The fact that these young men are aware of their own needs to the point that 53% request training that will enable them to secure and hold jobs,⁴ and that 58% have not received that training in the camps, either in vocational courses, or through job training,⁵ and 21% no vocational training from any source,⁶ poses a problem that must be solved in the interests of economy of the social group. It is apparent that these men desire to better themselves, and that as a group, all they need is the facilities for that betterment.⁷

That many have proved to themselves, by trial, their unsuitability for certain occupations, may be concluded from those figures which show that there have been changes in occupational choice after trial of the original or later choices.⁸ Such indication is particularly evident in the case of those who have had commercial employment prior to enrollment,⁹ although

¹Gerald E. Miles. op.cit., Chart 1.

²Loc. cit.

³Ibid., Table 1.

⁴Ibid., Table 15.

⁵Ibid., Table 5.

⁶Ibid., Table 21.

⁷Ibid., Table 6.

⁸Ibid., Table 25.

⁹Loc. cit.

the exigencies of the depression and the instability of youth may have modified or forced the original choice.

Apart from exploratory and guidance needs, the average enrollee is, like his brother in civilian life, weak in his ability in the fundamental "tool" skills.¹

The investigators for the Miles Study have noted the need for developing the members' command of fundamental processes. In the past, most camp educational councils -- even the boys themselves -- have recognized the necessity, and have organized classes for such improvement, although the classes have largely been too formal and academic in nature for the Civilian Conservation Corps situation.

Of these boys it has been said that "they are not so much stupid as they are unaware."² It is the policy of the War Department that they be made aware of their duties as citizens, and that they be informed socially and economically.³

Summary

It would seem, then, that a Civilian Conservation Corps commercial curriculum is needed for two groups, for two distinct purposes:

1. To extend the vocational skills, abilities, knowledges, and understandings of a partially prepared group.

2. To provide social and economic knowledges and understandings to a group which need such information and knowledge, and who do not have the prerequisite factors for vocational preparation.

¹R.G. Walters. "The Commercial Curriculum"-Cincinnati: The South-Western Publishing Co., July, 1937, pp.14-19

²John A. Lang and John Fox. "Training for Democracy." The Educational Bulletin, (No. 9, December, 1937) Boston: Headquarters, First Corps Area.

³A.G.O. Letter, Nov. 4, 1936. The Adjutant General, Washington, D.C.

the analysis of the situation and the feasibility of youth

may have modified or formed the original choice.

Apart from exploratory and guidance needs, the

average enrollee is, like his brother in civilian life, well in

his ability in the "vocational" field.

The investigation for the military study have passed the

need for developing the student's interest in (vocational) processes.

In the past, most camp educational activities -- even the boys

activities -- have recognized the necessity, and have organized

classes for such improvement, although the classes have largely

been for formal and academic in nature for the civilian community.

from large attendance.

Of these boys it has been said that "they are not so

much afraid as they are unaware." It is the policy of the War

Department that they be made aware of their duties as citizens,

and that they be informed vocally and economically.

Summary

It would seem, then, that a civilian community

camp educational curriculum is needed for the group, for the

educational purposes:

1. To extend the vocational skills, abilities,

knowledge, and understanding of a partially organized group.

2. To provide social and economic knowledge

and understanding to a group which needs such information and

knowledge, and who do not have the opportunity to receive the

vocational preparation.

1. A. Report, "The Commercial Training Program," Washington, D.C.,

1937, p. 1-13.

2. A. Report, "Training for Leadership," Washington, D.C.,

1937, p. 1-13.

3. A. Report, "The National Training Program," Washington, D.C.,

CHAPTER VI

The Feasibility of a Commercial Program

Vocational Commercial Education

Although there are no figures extant to prove it, most of the key men have had some type of High School vocational commercial preparation, since it is the practice of Company Commanders, upon the assignment of recruits to field companies, to select those who have had the requisite civilian training fitting them for particular Civilian Conservation Corps jobs. Those who have had commercial training are usually listed as prospects for one of the camp overhead positions. As a result of this selection, and after proof of their abilities, these men constitute the top run of all members, and so are likely to represent the upper quartile in the intelligence curve of Civilian Conservation Corps members. It is the belief of camp officials,¹ confirmed by somewhat sketchy testing, and by the statement of Mr. Nystrom to the author,² that the curve of intelligence of members in the First Corps Area, is somewhat positively skewed, despite tests in the Connecticut camps which showed an opposite tendency.³ These Connecticut tests have been criticized on the basis that they have been conducted on a non-scientific basis,⁴ factors of selection having gone awry, with too great a proportion of key men having been tested.

¹Gerald E. Miles. op.cit., p. 161, Study 20.

²On March 22, 1938.

³Francis M. Clarke and James H. Scully. "CCC Testing as an Aid to Guidance." Boston: Office of Education, 1st C.A., June, 1936.

⁴Statement of Mr. Nystrom to author, March 22, 1938.

The Development of a Psychological Test

Psychological Testing

Although there are no figures which are given in

most of the test the type of test is usually

described in the test. It is the purpose of the

test, upon the analysis of results in field

to which there are not the regular division

listing them for particular testing. Some tests

there are not described in the test. It is the

purpose for one of the test is to

of this selection, and after a test of their

purpose the test is of all tests, and so the

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The belief that the key group is in the upper quartile is reasonable, and confirmed by the fact that 94% of enrollees who had taken commercial courses in High School, passed more than one-half of those courses, -- a record excelled only by those who had taken the college preparatory course, and these were only one-third in number to the commercial students.¹ The fact that members who took commercial courses remained in school to a higher grade and age than those in any other course,² and whose age as drop-outs was generally higher than the average,³ would seem to confirm the belief of the author that the commercial group is of higher intelligence generally and better motivated to school work than the average in the Civilian Conservation Corps, and that the key group is of a generally high order of intelligence and motivation.

A basic truth which has been shown in this and other studies,⁴ is that there has been very little selection of students for the commercial classes which do exist in the camps. The criterion for enrollment in the classes has been enrollee interest, which has shown itself to be ephemeral.⁵

For these reasons it is imperative that a testing program for intelligence, attainments, attitudes, aptitudes, and personality, adjustment, to be installed as an essential prerequisite step to enrollment in vocational classes, and that only

¹Gerald E. Miles, op.cit., Table 12.

²Ibid., Table 9.

³Ibid., Table 11a.

⁴Ibid., p. 13, Study 20.

⁵Ibid., Table 25.

those candidates whose test results are indicative of likelihood of benefit from the courses be allowed to take the vocational commercial studies.

The vocational commercial training of this group, then, is feasible from the viewpoints of pre-requisite preparation, motivation, and particularly because of the possibility of relating class work with actual practice on the job within camp limits.

Social-Business Education

The author has indicated that there is a large group of enrollees who, while they do not possess the characteristics which would permit them to benefit by vocational commercial training, would benefit by the guiding, exploratory, social and economic values of the Social-Business subjects.

Little can be said at this point concerning the feasibility of providing the necessary education in social, economic guiding, a personal use knowledges, understandings, and attitudes for the large group of enrollees who need such education. The problem is capable of easy solution from consideration of material factors. They are discussed below. The subjects of the curriculum by which the educative ends for the group can be reached is discussed in Chapter VII.

The question of feasibility would, ^{be,} in any event, far outweighed in magnitude by the exigencies of the needs of this group, as indicated by Study 21.

Testing for Guidance

Previous investigators have noted the weakness of the guidance program in the camps.¹ Mr. Nystrom states,² however, that the program, although not generally adopted, has been greatly strengthened by the Terman, Otis, Metropolitan, Strong Interest, Minnesota, Wiggly Block and Pin Tests now being given in some camps.

On the basis of the evidence presented, it would seem that there is an outstanding need for guidance on a compulsory, uniform, and scientific basis. Much has been done in the camps on a personal observation basis, in a scattered way,³ and there are texts, tests, and guidance materials in the camps, but there has been no general testing program for all enrollees. The plea in objection to general testing has been "lack of time," yet the First District has had a general testing program for all for some time.⁴ Other Districts could reasonably be expected to find the time that the First District did. There is a period of reconditioning camps that might well be utilized for this purpose.⁵

The Teacher Force

Consideration of the personnel of instruction gives some difficulties. How many of the administrative force are

¹Gerald E. Miles. op.cit. Study 20, pp. 31,33,36,41,69,72, 108,109.

²In statement to author, March 22, 1938.

³Gerald E. Miles. op.cit. Study 20, p. 121.

⁴Statement of Mr. Nystrom to author, March 22, 1938.

⁵Civilian Conservation Corps Regulations, op.cit., par. 27.

Testing the evidence

Previous investigations have shown the weakness of

the evidence program in the past. - Dr. Spence stated,

however, that the program, although not generally accepted,

has been strongly strengthened by the Bureau, FBI, and

State Department, Minnesota, Michigan, and the State of

Ohio given in some cases.

On the basis of the evidence presented, it would seem

that there is an outstanding need for evidence in a systematic

manner, and scientific basis. There has been some in the

past on a technical scientific basis, in a systematic way.

and there are some, some, and evidence collection in the past,

but there has been no general testing program for all evidence.

The plan is therefore to general testing and use "lack of plan,"

but the first Director has had a general testing program for

all the cases. Other Director's could reasonably be

expected to find the same that the first Director did. There

is a pattern of investigation which might well be followed

for this purpose.

The Director's

Conclusions of the National of Laboratory

are different. The many of the administrative forms are

identical to those of the National of Laboratory

100, 100,

in accordance with the National of Laboratory

identical to those of the National of Laboratory

Statement of Dr. Spence to the National of Laboratory

Statement of Dr. Spence to the National of Laboratory

able, from the point of view of time, training and knowledge, to teach the commercial courses? Consideration in this section is from the point of view of the commercial curriculum generally, -- not according to specific subjects.

No specific data concerning the educational abilities of camp educational personnel in the First Corps Area is available except in generalities. The Educational Advisors are all college graduates, 74% having baccalaureate degrees, 23% Master's degrees, and 3% Doctorates. 60% were experienced teachers before employment in the Civilian Conservation Corps and 12% were school administrators. 82% have had business experience.¹

No data concerning the educational status of the Works Progress Administration and the National Youth Administration teachers are available, but the observation of the author, verified by opinions expressed to him by Advisors and other camp officials, is that these men are capable as teachers, for the most part, many being classifiable as superior from the standpoint of experience, both as teachers and in business.² Works Progress Administration authorities are cooperative and will arrange for the procurement of specially qualified workers of all types, in those states where Works Progress Administration funds for the purpose exist.

¹Sandford Sellers, Jr. "The Corps Area Office." Phi Delta Kappan, XIX, No. 9 (May, 1937), p. 331.

²Gerald E. Miles. op.cit., p. 170, Study 20.

...from the point of view of time, lighting and position.
to learn the commercial content. Consideration is also given
is from the point of view of the technical construction generally,
-- not according to scientific methods.

The scientific data concerning the educational activities
of some educational institutions in the United States is available
also except in generalities. The Educational Activities and
all other factors, but having generalities in common, the
teacher's duties, and the curriculum. The data is available
teacher before employment in the Civilian Conservation Corps
and the data is available in the United States. The data is available
in the United States.

The data concerning the educational status of the
United States Administration and the National Youth Administration
also is available, but the construction of the subject
verified by evidence presented to him by advisors and other staff
officials. It is that there are no reports on teachers, but the
data is available as evidence from the National
of experience, both as teachers and in business. The data is available
Administration authorities are cooperative and will arrange for
the procurement of specially qualified workers of all types, in
these states where the National Youth Administration funds for the
purpose will.

...the data is available in the United States.
...the data is available in the United States.
...the data is available in the United States.

Among the Officer personnel of the camps are found many who are professionally trained as teachers, engineers, in business as accountants, managers, executives, salesmen, etc. This group is eminently well qualified by experience to teach, and for the most part is comprised of college graduates.¹

Certain of the Technical Service personnel,² particularly among the Superintendents, are qualified by training and experience to instruct in some commercial studies. Among the enrollees are a few with sufficient background to enable them to teach,³ especially in the skill subjects, such as typewriting and stenography.

In those camps which are near sizable towns, it is often possible to arrange for the use of the civilian school facilities, and/or teachers. Where such a plan is feasible, it is by far the most satisfactory means of education for the camp, obviating all the difficulties surrounding Civilian Conservation Corps education.⁴

It would appear possible, then, to provide instructional personnel for most camps, since such personnel is usually present, or can be made available by transfer where needed. There can be no objection to such transfers, since they have been common in the past for less cogent reasons.

In order to provide for the inevitable differences in quality and content of instruction that would otherwise appear,

¹Gerald E. Miles. op. cit., p. 13, 166.

²Ibid.

³Ibid., p. 167.

⁴Ibid.

Among the other members of the group are (and

may be the whole family) (and the members, respectively,

is pointed to (and the members, respectively, respectively, etc.

This group is extremely well qualified to assist in such

and for the most part is comprised of (and the members, etc.)

Details of the Technical Service personnel, respectively,

Among the (and the members, etc.) are qualified to assist in such

to assist in such (and the members, etc.)

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especially in the (and the members, etc.)

respectively,

is (and the members, etc.)

is (and the members, etc.)

Facilities, and/or personnel, (and the members, etc.)

is (and the members, etc.)

and, (and the members, etc.)

Conservation Corps personnel,

It would appear possible, then, to provide instructional

personnel for such cases, since such personnel is usually present,

or can be made available by transfer from other areas. (and the members, etc.)

as the situation is such (and the members, etc.)

is the case for such (and the members, etc.)

In order to provide for the (and the members, etc.)

and (and the members, etc.)

Technical Service personnel, respectively,

and

and

and

as it has in the past, uniform subject syllabi and standards of attainment should be made mandatory. These syllabi and standards should be worked out by committees composed of representatives from the field companies, with the advice of professional business educators, and on a scientific, practical basis. Only with the use of such syllabi and standards will there be possible measurement of pupil attainment, teacher efficiency, and job proficiency, within and between the various camps.¹

Facilities and Equipment

The problem of classroom space is now largely solved by the erection of schoolhouses in each camp, but most camps still lack materials, texts, and equipment.² It is essential to a rational program that these be provided, not by "chiselling" activities, by the gift of the administrative personnel, or by purchase from the Company Fund, which already have borne too great a burden,³ but by increased allotments, even at the expense of other funds provided for less essential items and for "eye wash." Decoration of enrollee intellects comes before decoration of barracks. Sufficient funds per camp should be provided for rental or purchase of necessary equipment, supplies, and texts, and should be made available on the requisition of the Camp Commander, approved by the Educational Council.

¹Paul A. Carlson. "The Measurement of Business Education." Monograph 18. Cincinnati: The South-Western Publishing Co., 1932, pp. 5-26.

²Statement of Mr. Nystrom to author, March 22, 1938.

³Gerald E. Miles, op.cit., Study 20, p. 13.

Education is specifically the duty of the War Department, and provision of the necessary funds has been delegated to it,¹ not to the charity of the public and the camp administrators or the Company Fund.

¹Civilian Conservation Corps Regulations. op.cit., par. 162, 177.

CHAPTER VII

Building a Model Civilian Conservation Corps Commercial Curriculum

Principles for Civilian Conservation Corps Education

The author approaches the problem of building a model Civilian Conservation Corps commercial curriculum with some trepidation. It has been emphasized in the preceding materials that the Civilian Conservation Corps educational system is without precedent, since it is adult education on a vast scale and under unusual conditions and auspices.

Professor Nichols has said¹ that "local conditions under which any type of commercial education must be given tend to impose certain limitations on this kind of training. Unless those conditions are studied carefully and given weight by those who organize curricula, it is safe to predict that the results of the training will be unsatisfactory."

Some indication of the problems besetting the Camp Educational Councils has been given in this work. As the various investigators for the Miles Study have suggested in their individual reports,² casual observation cannot acquaint the observer with the Civilian Conservation Corps. They suggest a prolonged visit to a camp, for accurate observation of the details of problems facing Civilian Conservation Corps education.

¹Frederick G. Nichols. op.cit., p. 116.

²Gerald E. Miles. op.cit., Study 20, Individual reports.

Codification of preceding information into principles for Civilian Conservation Corps commercial education is a desirable prerequisite step to the building of an ideal Civilian Conservation Corps commercial curriculum. These principles, as conceived by the author, are:

1. Vocational commercial education for certain Civilian Conservation Corps members is desirable and feasible; social-economic commercial education is desirable for all.

2. Prognostic and diagnostic testing should be a fundamental part of Civilian Conservation Corps vocational commercial education.

3. Only those members should be allowed to take the vocational commercial curriculum who, as a result of a scientific program of testing, have been found to possess the intelligence, background, achievement, attitude, and personality, indicative of their ability to profit vocationally from the courses.

4. Standardization of tests, syllabi, and texts, as well as of standards of attainment, is essential to a successful commercial program in the camps.

5. Funds and materials sufficient for the maintenance of the program should be provided by the United States, upon the requisition of the Camp Commander.

6. Suitable instructors should be provided in each camp, either by employment or by transfer.

7. Civilian educational facilities, classes, and teachers should be utilized to the greatest practicable extent.

Classification of preceding information into categories

for Civilian Conservation Corps personnel should be a desirable preparatory step to the building of an ideal Civilian Conservation Corps personnel curriculum. These principles, as conceived by the author, are:

1. Vocational commercial education for certain

Civilian Conservation Corps members is desirable and feasible;

social-economic commercial education is desirable for all.

2. Prognostic and diagnostic testing should be

a fundamental part of Civilian Conservation Corps vocational

commercial education.

3. Only those members should be allowed to

take the vocational commercial curriculum who, as a result of

a scientific program of testing, have been found to possess the intelligence, background, achievement, attitude, and personality

indicators of their ability to profit vocally from the

courses.

4. Standardization of tests, syllabi, and texts,

as well as of standards of achievement, is essential to a vocational

commercial program in the camps.

5. Funds and materials sufficient for the maintenance

of the program should be provided by the United States, upon the

regulation of the Camp Commander.

6. Suitable instructors should be provided in

each camp, either by assignment or by transfer.

7. Civilian educational facilities, classes, and

teachers should be utilized to the greatest practicable extent.

8. Preparatory commercial classes should be provided for those who are beginners; extension courses for those who possess the necessary prerequisite skills and knowledges.

The Steps in Curriculum Construction

W. W. Charters has set up the steps to be followed in curriculum building.¹ These steps are substantially the same as those recommended by the Eastern Commercial Teachers' Association committee;² of R.G. Walters,³ and of Caswell and Campbell,⁴ and form the basis for building this ideal Civilian Conservation Corps commercial curriculum.

Charters sets up the steps as follows:⁵

1. Determine the major objectives by study of man in his social setting.
2. Analyze into ideals and activities, and continue the analysis to the level of working units.
3. Arrange in order of importance.
4. Raise to the position of higher order in the list those ideals and activities which are highest in value.
5. Determine the number of the most important items in the resulting list which can be handled in the time allotted, after deducting those better taught in the home.

¹W.W.Charters, "Curriculum Construction." New York: Macmillan Company, 1922, pp. 1-136, 285-327.

²"Curriculum Making in Business Education." Second Yearbook. Philadelphia: The Eastern Commercial Teachers' Association, 1929, pp. 21-47; 51-56; 57-66.

³R.G. Walters. "The Commercial Curriculum." Monograph 17.

Cincinnati: The South-Western Publishing Company, July 1937. pp.6-10

⁴Hollis L. Caswell and Doak S. Campbell. "Curriculum Development." Boston: The American Book Company, 1935, Chapter 4.

⁵W. W. Charters. op.cit.

6. Collect the practices of the race in handling these ideals and activities.

7. Arrange the material in the proper instruction order.

The first step suggested above has already been accomplished. The War Department and Office of Education have determined the objectives of Civilian Conservation Corps education to be:¹

1. To develop in each man his powers of self-expression, self-entertainment, and self-culture.

2. To develop pride and satisfaction in cooperative endeavor.

3. To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.

4. To preserve and strengthen good habits of health and of mental development.

5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves camp.

6. To develop an appreciation of nature and of country life.

In like manner the agencies noted above have specified the ideals and activities in terms of steps by which the objectives are to be attained,² and have listed them in order of importance.

¹Civilian Conservation Corps Regulations. op.cit., par. 164.

²Ibid.

6. Objectives are classified as follows in

handling them (basic and specific).

7. Arrange the material in the program

Investigation notes.

The first step suggested above has already been

accomplished. The first Department and Office of Education

have outlined the objectives of British Commonwealth Corps

Education as follows:

1. To develop in each man the power of self-

expression, self-assertion, and self-reliance.

2. To develop in each man a sense of responsibility in connection

with his work.

3. To develop in each man a sense of responsibility as a member of

the community, in the social and economic position, in the

past and present, and to develop in each man a sense of

community.

4. To preserve and strengthen each man's

health and of mental development.

5. To secure vocational training as far as possible.

6. To develop in each man a sense of responsibility and self-reliance.

7. To develop in each man a sense of responsibility and self-reliance.

8. To develop in each man a sense of responsibility and self-reliance.

9. To develop in each man a sense of responsibility and self-reliance.

10. To develop in each man a sense of responsibility and self-reliance.

In this manner the objectives of the British Commonwealth Corps

Education are outlined in terms of each of the four objectives.

are as follows, and have been used in order of importance.

British Commonwealth Corps Education. 1941. 1st ed.

1941.

1. Eliminate illiteracy.
2. Raise the level of enrollees deficient in school subjects.
3. Provide instruction on camp work jobs and projects.
4. Provide vocational training.
5. Provide training in constructive and worthwhile use of leisure time.
6. Provide cultural and general education.
7. Provide training in health, first aid, and safety.
8. Provide character and citizenship training.
9. Assist enrollees in finding employment.

For the purpose of building a commercial curriculum, -- not forgetting or superceding the general aims and objectives of all education, or the Cardinal Principles¹ of Secondary Education, reclassification of the objectives of Civilian Conservation Corps education, in terms of specific commercial aims and objectives, seems desirable. By this procedure, Charters' fourth step is undertaken, -- raising to the position of highest order those ideals and activities which are high in value for the commercial curriculum.

Examination of the objectives leaves little doubt that insofar as the commercial curriculum is concerned, "providing training in constructive and worthwhile use of leisure time" is

¹R. G. Walters. op.cit., p. 7.

1. The first principle is that the State should be organized on a basis of justice and equity.
2. The second principle is that the State should be organized on a basis of efficiency and economy.
3. The third principle is that the State should be organized on a basis of progress and improvement.
4. The fourth principle is that the State should be organized on a basis of peace and harmony.
5. The fifth principle is that the State should be organized on a basis of unity and solidarity.
6. The sixth principle is that the State should be organized on a basis of freedom and independence.
7. The seventh principle is that the State should be organized on a basis of truth and honesty.
8. The eighth principle is that the State should be organized on a basis of courage and bravery.
9. The ninth principle is that the State should be organized on a basis of wisdom and knowledge.
10. The tenth principle is that the State should be organized on a basis of love and compassion.

The purpose of this document is to provide a comprehensive overview of the principles that should guide the organization of the State. These principles are based on the values of justice, efficiency, progress, peace, unity, freedom, truth, courage, wisdom, and love. They are intended to serve as a guide for the development of a just and equitable society.

The first principle is that the State should be organized on a basis of justice and equity. This means that the State should ensure that all citizens are treated fairly and that the laws are applied equally to all. The second principle is that the State should be organized on a basis of efficiency and economy. This means that the State should ensure that its resources are used in the most effective and efficient manner possible. The third principle is that the State should be organized on a basis of progress and improvement. This means that the State should strive to improve the lives of its citizens and to advance the state of the nation. The fourth principle is that the State should be organized on a basis of peace and harmony. This means that the State should strive to maintain peace and harmony between its citizens and between its citizens and other nations. The fifth principle is that the State should be organized on a basis of unity and solidarity. This means that the State should strive to create a sense of unity and solidarity among its citizens. The sixth principle is that the State should be organized on a basis of freedom and independence. This means that the State should strive to ensure that its citizens are free and independent. The seventh principle is that the State should be organized on a basis of truth and honesty. This means that the State should strive to ensure that its citizens are truthful and honest. The eighth principle is that the State should be organized on a basis of courage and bravery. This means that the State should strive to ensure that its citizens are courageous and brave. The ninth principle is that the State should be organized on a basis of wisdom and knowledge. This means that the State should strive to ensure that its citizens are wise and knowledgeable. The tenth principle is that the State should be organized on a basis of love and compassion. This means that the State should strive to ensure that its citizens are loving and compassionate.

The purpose of this document is to provide a comprehensive overview of the principles that should guide the organization of the State. These principles are based on the values of justice, efficiency, progress, peace, unity, freedom, truth, courage, wisdom, and love. They are intended to serve as a guide for the development of a just and equitable society.

the objective of highest order, and that "providing instruction on camp work jobs and projects," "raising the level of enrollees deficient in school subjects," "eliminating illiteracy," "providing vocational training," and "providing cultural and general education" follow in the order given. It seems reasonable to assume that the commercial curriculum can meet certain of the objectives only incidentally and remotely, particularly in the case of "eliminating illiteracy" and "providing training in health, first aid, and safety," which can better be satisfied by other than commercial teaching and learning activities.

Examination of the "steps" leads to the reasonable conclusion that, in order of importance, considering the commercial curriculum, we may list them as:

Provision for character and citizenship training through social-business education.

Raising the level of enrollees deficient in school subjects, -- particularly the "tool" subjects.

Provision for their cultural and general education, by means of social-business education.

Assisting enrollees in finding employment, through education and guidance.

The other "steps" are not within the province of commercial education, except as remotely incidental.

Those outcomes which are ascribed to commercial education, as prepared by the National Council of Business Education,¹ are:

¹"Summary Statement of Learning Outcomes for Commercial Education." The Journal of Business Education, (October, 1936), p. 26.

1. Vocational efficiency in at least one business occupation, such as bookkeeping, stenography, selling, or office machine operation, sufficient to permit a graduate to secure an initial business position.

2. The ability to adapt oneself to occupational changes brought about by inventions or social and economic changes.

3. Knowledge of the business practices, and proficiency in the business skills, needed by all intelligent consumers.

4. An appreciation and understanding of the more important economic problems of present day life, with a desire to contribute to their solution.

5. The development of a personality which will be welcomed in business and society alike.

6. High ethical standards.

Comparison of these with the objectives of Civilian Conservation Corps education discloses that they are practically identical in content.

Curriculum Specializations

The Civilian Conservation Corps educational system is primarily an evening school system, whose history has been beset with the same faults that have been common to the civilian evening schools: too great emphasis on the preparatory rather than the extension functions: courses too lengthy in time and content; and poorly selected candidates.¹ As the faults of the evening schools have been overcome in those instances where there

¹Earl W. Atkinson and Elmer E. Spanabel, Principles and Problems in Commercial Education. Cincinnati: The South-Western Publishing Company, 1933, pp. 131, 132.

1. The first of these is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

2. The second is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

3. The third is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

4. The fourth is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

5. The fifth is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

6. The sixth is the fact that the
government has been unable to secure the
necessary resources to carry out its
policy of economic development.

has been a careful selection of students, on a scientific basis; primary attention to the extension rather than to the preparatory functions; and the installation of short courses; so also, the author believes, such steps would lead to great improvement in the Civilian Conservation Corps system.

The problem of selection of vocational students has already been discussed, as the extension versus the preparatory course will be in succeeding chapters. But, while Civilian Conservation Corps courses have been organized on a three months basis, in conformity with Corps Area Regulations, such organization is only on paper, and not in actuality, the courses really being organized for the "school year." Division of courses into units of five or six weeks duration seems to the author to be desirable from the viewpoint of the psychological stimulus of accomplishment.

The following suggested specializations are the result of examination of offerings in many civilian school day and evening specializations, adapted to what the author conceives to be the Civilian Conservation Corps situation.

Nothing of the curriculum or specializations herein is intended to be other than ideal and guiding. It represents the author's viewpoint as to remedial measures for Civilian Conservation Corps commercial education. Determination as to exact content of the Civilian Conservation Corps curriculum should be made by a committee, as has been heretofore suggested.

The specializations have been chosen as representative of the offerings in the cities of New England, in conformity with

Professor Nichols' findings that communities of comparable size, such as we find the place of residence of the New England enrollee, do not vary greatly as to the kind of commercial workers needed. Professor Nichols makes two other points that are material to the establishment of these specializations: first, that in vocational training, specialization as to skills is necessary, and, second, that it is doubtful if a school should attempt to train for machine-clerical work at all, unless the facilities for practice are available.¹ Since the Civilian Conservation Corps situation does not permit of the purchase or hire of the equipment necessary for such training, and since the cost would be prohibitive under relatively ideal Civilian Conservation Corps conditions, this specialization has been omitted.

The specialization in social-economic studies (for clerkships) is designed for those enrollees who will constitute the bulk of all commercial trainees. They will be found to lack the background, the attitudes, and preliminary skills or skill abilities which would be necessary to specialization in a job-skill. For these reasons, the specialization contains as requirements those subjects which Nichols approves as scientifically authentic for the increase of fundamental abilities, and social and economic understanding.² Such elementary skills and knowledges as will enable the learner to carry on the duties of a clerk, are included as electives since

¹Frederick G. Nichols. op.cit. Chapters XVIII-XXII.

²Ibid. Chapters XVIII, XIII-XIV.

Professor Wilson, I think, has some suggestions for consideration, such as we find the case of resistance of the New England countries, do not vary greatly as to the kind of commercial system adopted. Professor Wilson, among the other things that are referred to are establishment of three specialized departments: first, that in vocational training, secondly, that in agriculture, and, thirdly, that in industry. It is suggested that it is desirable to have a general course of study for students, and then to have the facilities for specialization in different fields. Since the Division of Education is now established, it is not certain of the progress or rate of the development necessary for many training, and since the cost would be prohibitive unless the Division of Education could be organized to give the necessary specialization has been raised.

The specialization in social-economic studies (for example) is suggested for those countries who will cooperate. The work of all countries, however, they will be found to lack the background, the education, and vocational skills of their citizens who would be necessary to specialization in a job-skill. For these reasons, the specialization course as presented in the report which Wilson suggests as a preliminary suggestion for the increase of fundamental studies, and social and economic understanding. It is suggested that the countries who will enable the latter to enter on the basis of a class, and be able to specialize along

they contribute both to the general and spēcial objectives of the educational plan of the Civilian Conservation Corps.

The remaining specializations are adaptations of the offerings as found in New England schools and are designed for those who are found, by scientific testing procedures, to possess the prerequisite characteristics and qualifications for any one of the three job-skills.

Note that the subject content of each specialization is discussed in the following chapter.

In the suggested specializations, the problem of providing for drop-outs due to termination of enrollment is attempted of solution by listing required courses in the order in which they are to be taken. Note that First Aid is a constant of all Civilian Conservation Corps curricula. Only one full-course elective, or two half-course electives per school year should be allowed, and they only through a desire to further motivation.

any number of cases to be treated and special attention
at the hospital of the Civilian Government.

The following are the results of the investigation:

There is a large number of cases of this disease in the
area who are found to exhibit certain symptoms, the most
the characteristic of which is the presence of a
of the same kind.

Note that the subject of this investigation
is discussed in the following manner:

In the subject of this investigation, the position of
provision for the subject is to be determined by the
after the subject has been treated in the order
in which they are to be treated. Note that the
concern of all Civilian Government cases is
one of the most serious, as the subject is
subject to the same kind of treatment, and the only
to be treated in the same manner.

A Suggested Civilian Conservation Corps Commercial Curriculum
(All are full courses, unless otherwise specified by *)
(First Aid given during non-school time)

Social-Economic
(For Clerkships)

First Year:

- | | |
|--------------------------|--------------------|
| * First Aid | |
| Junior Business Training | 7-8 P.M. Full year |
| English (if required) | 8-9 P.M. Full year |

Second Year:

- | | |
|-------------------------|----------------------|
| * Salesmanship | 7-8 P.M. First Term |
| * Typewriting 1 | 7-8 P.M. Second Term |
| * Commercial Arithmetic | 8-9 P.M. First Term |
| * Everyday Law | 8-9 P.M. Second Term |

Bookkeeping

Open only to those who possess prerequisites
of Bookkeeping 1, Penmanship, Spelling.

First Year:

- | | |
|-------------------------|----------------------|
| * First Aid | |
| Bookkeeping 2 | 7-8 P.M. Full Year |
| English (if deficient) | 8-9 P.M. Full Year |
| * Commercial Arithmetic | 8-9 P.M. First Term |
| * Clerical Practice | 8-9 P.M. Second Term |

Second Year:

- | | |
|-----------------|----------------------|
| * Salesmanship | 7-8 P.M. First Term |
| * Typewriting 1 | 7-8 P.M. Second Term |
| * Everyday Law | 8-9 P.M. Second Term |

Secretarial

Open only to those who can meet performance tests
in English, Penmanship, Spelling, Typewriting 1
and Shorthand 1.

First Year

- | | |
|----------------|--------------------------|
| * First Aid | |
| Typewriting 2) | |
| Shorthand 2) | Double period, full year |

Second Year:

- | | |
|-------------------------|----------------------|
| * Salesmanship | 7-8 P.M. First Term |
| * Everyday Law | 7-8 P.M. Second Term |
| * Commercial Arithmetic | 8-9 P.M. First Term |
| * Clerical Practice | 8-9 P.M. Second Term |

A suggested civilian conservation corps membership program
(All are full courses, unless otherwise specified by *)
(First Aid given during non-school time)

Scout-Boys (For classification)

First Year:
* First Aid
Junior Business Training
English (if required)
7-8 P.M. First Year
6-7 P.M. First Year

Second Year:
* Citizenship
* Typewriting I
* Commercial Arithmetic
* Bookkeeping I
7-8 P.M. First Year
7-8 P.M. Second Year
6-7 P.M. First Year
6-7 P.M. Second Year

Bookkeeping
Open only to those who possess prerequisites
of Bookkeeping I, Penmanship, Spelling.

First Year:
* First Aid
Bookkeeping I
English (if required)
* Commercial Arithmetic
* Classical Literature
7-8 P.M. First Year
6-7 P.M. First Year
6-7 P.M. First Year
6-7 P.M. Second Year

Second Year:
* Citizenship
* Typewriting I
* Bookkeeping I
7-8 P.M. First Year
7-8 P.M. Second Year
6-7 P.M. Second Year

Typewriting
Open only to those who can read penmanship tests
in English, Penmanship, Spelling, Typewriting I
and Bookkeeping I.

First Year:
* First Aid
Typewriting I
Bookkeeping I
Double period, First Year

Second Year:
* Citizenship
* Bookkeeping I
* Commercial Arithmetic
* Classical Literature
7-8 P.M. First Year
7-8 P.M. Second Year
6-7 P.M. First Year
6-7 P.M. Second Year

Salesmanship

First Year:

- | | |
|--------------------------|--------------------|
| * First Aid | |
| Junior Business Training | 7-8 P.M. Full Year |
| English (if required) | 8-9 P.M. Full Year |

Second Year:

- | | |
|-------------------------|----------------------|
| * Salesmanship | 7-8 P.M. First Term |
| * Typewriting 1 | 7-8 P.M. Second Term |
| * Commercial Arithmetic | 8-9 P.M. First Term |
| * Everyday Law | 8-9 P.M. Second Term |
| or Clerical Practice | 8-9 P.M. Second Term |

A course is one hour long, four days per week, from September to June.

If English prerequisite is satisfied, second year courses may be advanced to its place in first year.

Information

First Year:

English (1st semester)
 English (2nd semester)
 1st Year English (1st semester)
 1st Year English (2nd semester)

Second Year:

English (1st semester)
 English (2nd semester)
 2nd Year English (1st semester)
 2nd Year English (2nd semester)
 2nd Year English (1st semester)
 2nd Year English (2nd semester)

A course is one hour long, four days per week, from September to June.

If English preparation is needed, second year courses may be advanced to the first in first year.

The Subject Content

In considering the possible content of the various specializations, the author has given sympathetic consideration to the beliefs of Professor Nichols¹ in regard to a "core curriculum," and to the possibility of "core" subjects within the specializations. The author is in accord with those beliefs, particularly in the case of Civilian Conservation Corps education. The weakness of most enrollees in the use of the "tools" of arithmetic, English, and penmanship, as well as in their social and economic knowledges and understandings, seems to indicate the necessity of using the subjects which are acknowledged to be developmental to those phases of education as the core of the specializations.

Those subjects which have been chosen for consideration are those most commonly offered in the commercial curriculum:²

- Junior Business Training
- Commercial Arithmetic
- Penmanship and Spelling
- Bookkeeping 1 and 2
- Typewriting 1 and 2
- Shorthand 1 and 2
- Commercial Law
- Salesmanship
- Office or Clerical Practice
- Commercial or Economic Geography
- Business and other English

In the following discussion of the subject offerings, consideration will be from the point of view of the aims and objectives, as well as of the forces within the Civilian

¹Frederick G. Nichols. op.cit., Ch. XIX-XXII.

²R.G. Walters. op.cit., p. 13; Table IV.

Conservation Corps which modify the ability to meet those aims and objectives. These modifying forces are:

1. The group to be taught.
2. The teaching staff.
3. The necessary equipment.

Junior Business Training

Aims:

In examining the subject matter of this course, the author is assuming the course to be, in the aims, objectives, and content, modern in the sense conceived by Professor Nichols.¹ Those aims are set forth as:²

1. Guidance and exploratory.
2. Vocational and general intelligence.
3. Personal use and consumer knowledge.
4. Increased skill in use of the "tools."

The subject, if taught for the realization of these aims, is admirably adapted to the Civilian Conservation Corps curriculum,³ in that it meets the requirements of Civilian Conservation Corps objectives of vocational guidance, understanding of social and economic conditions, and pride and satisfaction in cooperative endeavor. To a degree, it provides vocational training through background information, and through increased skill in the use of the "tools."

The Group to be Taught:

One of the fundamental needs of Civilian Conservation Corps education discovered by this and other investigations⁴ is

¹Frederick G. Nichols. "Improvement of Instruction in Junior Business Training." The Journal of Business Education, (Sept., 1935)

²Frederick G. Nichols. "Junior Business Training for Economic Living." Boston: Ginn and Company, 1936. Foreword.

³A.G.O. Letter, Nov. 4, 1936. Washington: The War Department.

⁴Gerald E. Miles. op.cit., p. 178.

Consequently, it is a serious matter to the ability to read these

and not only the student, but also the teacher.

2. The purpose of the course.

3. The objectives of the course.

4. The assessment of the course.

References

Also:

1. The importance of the course in the curriculum.

2. The importance of the course in the curriculum.

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that for vocational exploration and guidance. The course in Junior Business Training cannot of itself satisfy entirely this need, but it can be considered an important aid in satisfying it. For those enrollees who are considering business as a vocation, the exploratory features should provide a means of orientation. The subject, from the consumer knowledge content, is one which could well be made a constant of all Civilian Conservation Corps curricula.

The Teacher:

Junior Business Training, since it is not in any sense a technical subject, is capable of being taught by a teacher who is not trained for business education. It should offer no instructional difficulties in a Civilian Conservation Corps camp.

Equipment:

It is a course, furthermore, which requires no complicated materials, those most useful being readily procured gratis from local sources.

Commercial Arithmetic

Aims:

Commercial arithmetic, as a separate subject, of late has been subject to some criticism, on the grounds that many of its principles have been taught as a part of Junior Business Training and Bookkeeping.¹

¹R.G. Walters. op.cit., pp. 13,14,16.

that the historical evolution and analysis. The course

in Junior Business Training, which is still in its early stages

this year, but it will be considered as important and is

acknowledged as such. For these reasons, the course is

presented as a separate unit, the subject of which is the

subject of the course. The subject, from the historical point of

view, is one which will be found to be of great interest

to the student of the course.

The course

Junior Business Training, which is in its early stages

is one which is of great interest to the student of the

subject of the course. The subject, from the historical point of

view, is one which will be found to be of great interest

to the student of the course.

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is one which is of great interest to the student of the

subject of the course. The subject, from the historical point of

view, is one which will be found to be of great interest

to the student of the course.

The course

is one which is of great interest to the student of the

subject of the course. The subject, from the historical point of

view, is one which will be found to be of great interest

to the student of the course.

The course

The aims are, in general terms:¹

1. Skill in computation.
2. Background knowledge for other courses.
3. General business background.

It therefore meets the objectives of Civilian Conservation Corps education, in that it contributes to vocational objectives and to self-culture. In the final analysis, the subject is a combination of grammar school grade number skill and introduction to business forms and papers. As a skill subject in high school, it is often considered an extension of the grammar school arithmetic course, especially for those who have not been properly based in the fundamental operations.²

The Group to be Taught:

One of the chief complaints of business men is that the average young employee is poorly based in arithmetical skill.³ For this reason the course should be required of any enrollee in the commercial curriculum who shows weakness in arithmetical preparation. Junior Business Training will disclose many cases of weakness in arithmetic.

The Teacher -- Materials and Equipment:

The subject is one which requires an experienced commercial teacher but does not require special materials or equipment. It should form a part of the commercial curriculum.

¹R. G. Walters. op. cit., pp. 13, 14, 16.

²Ibid.

³Ibid.

Penmanship and Spelling

Aims:

The aims of this combination course, -- usually organized on the basis of one-half course in penmanship, one-half course in spelling, -- are purely increased skills for:¹

Vocational efficiency.

Preparation for other skills, e.g. shorthand.

Personal use and general education.

Employers' criticism of the weakness of young employees in spelling and penmanship are quite as common as in the case of arithmetic.² The Civilian Conservation Corps objectives met by the course are the same as in the case of arithmetic.

The Group to be Taught:

For those enrollees in the commercial curriculum who show weakness in these skills, the course should be required, particularly if the member wishes to take one of the specific commercial skill subjects.

The Teacher:

Competent instructors should not be difficult to obtain within the camps. Some authorities are of the opinion that skill in penmanship is a matter of continued care on the part of the penman, barring physical defect, and that formalized

¹R. G. Walters. op.cit., pp. 14, 19.

²Loc. cit.

courses after grammar school play little part in the learning.¹
Others are of the opinion that learning to spell is largely
a drill process, involving rote memorization of selected word
lists.²

Materials and Equipment:

The subjects do not require special materials or
equipment other than a standard scale for grading handwriting,
and any good list of words compiled scientifically for spelling.

Bookkeeping 1

Consideration of this subject must be as two separate
courses: Bookkeeping 1, a beginning subject; and Bookkeeping 2,
an extension course.

Aims:

The aims of Bookkeeping 1 are usually considered to be:³

1. Exploratory.
2. Background knowledge for business
efficiency.
3. Basis for technical skill in bookkeeping.

These aims are in accord with the Civilian Conservation
Corps objectives of vocational training.

The Group to be Taught:

There are many arguments for the inclusion of Bookkeeping 1
as a constant of the commercial curriculum, but the author cannot

¹Walter E. Leidner, in Lecture, Education 102, the College of
Business Administration, Boston University.

²Guy Wilson, in Lecture, Educational Psychology 205, School of
Education, Boston University. Also Paul Salsgiver, in Lecture,
Ed. Com. 101, School of Education, Boston University.

³Professor Atlee L. Percy, in Lectures in "Methods of Teaching
Elementary Bookkeeping." The College of Business Administration,
Boston University. 1937-1938.

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Materials and Methods:

The subjects ...
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Experiment 1

Consideration of this subject ...
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Results:

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The Group to be Tested:

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conceive of its inclusion in a Civilian Conservation Corps curriculum on other than an elective basis, since only certain members will be found to possess the necessary prerequisite qualifications for its study.

The Teacher:

The procurement of teachers for this subject will furnish some difficulty. The inclusion of the subject in the curriculum of certain camps will not prove desirable, but when it is found to be worth while, and no teacher is present, one should be made available by transfer or hire.

Materials and Equipment:

The course is one which requires few special materials and equipment, and is feasible in camps from this consideration.

Bookkeeping 2

Aims:

The aims of the course in advanced bookkeeping are strictly vocational. It is designed particularly for those who wish to obtain the degree of skill necessary for employment as bookkeepers and for those who desire the knowledge for Management.¹ It therefore satisfies the Civilian Conservation Corps objective of vocational training.

¹Mr. Walter L. Leidner, in lectures in "Methods of Teaching Advanced Bookkeeping." The College of Business Administration, Boston University, 1938.

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The Group to be Taught:

The subject should be limited in the camps to those who have the requisite preliminary training in beginning bookkeeping. Normally, in a camp, it will be open to those who have had the prerequisite course in high school, and for those few who will have taken the Civilian Conservation Corps course in beginning bookkeeping and who wish to continue to the point of employability as bookkeepers.

Teacher - Materials - Equipment:

The comments as to teachers, and materials and equipment are the same as for Bookkeeping 1.

Typewriting

Aims:

Typewriting is also divisible into two courses, Typewriting 1 and Typewriting 2. Typewriting 1 is a preparatory subject, whose aims are:¹

1. Exploratory, in the early stages.
2. Personal use.
3. Basic, for vocational skill.

These aims are contributory to the Civilian Conservation Corps aims of vocational training, and general education and cultural value.

The Group to be Taught:

The course is one which is at present very popular

¹Professor Paul Salsgiver, in lectures, "Teaching the Pre-Vocational Commercial Subjects." School of Education, Boston University, 1937-38.

in the camps, but one in which the instruction and standards of attainment are very weak. Enrollees in number are desirous of learning to typewrite for personal use only. For this group the matter of instruction and attainment of skill is not as important as to the group which seeks to attain vocational proficiency.

The author is of the opinion that, due to the difficulties of teaching and learning the subject to the point of vocational skill, and due to the exigencies of the Civilian Conservation Corps situation, the number of candidates in Typewriting 1 should be strictly limited.

The Teacher:

There are many teachers of typewriting available in the camps.

Equipment and Materials:

The greatest difficulty will be encountered in the procurement of machines, a difficulty that can be solved in many camps by the rental of machines, and by the use of Army and Technical Service machines. In some camps the course can be given with the cooperation of civilian schools, and the difficulties of equipment and teaching thus eliminated.

Typewriting 2

Typewriting 2 is purely vocational and extension.¹

¹Professor Atlees L. Percy, in lecture on "Principles of Commercial Education." The College of Business Administration, Boston University, 1938.

In the sample, but one in which the importance and necessity
of education and the very work of education is shown. The teacher
of learning is responsible for progress and only. For this reason
the master of education and education of itself is not as
important as in the past when it was to attain knowledge
and wisdom.

The master is of the highest class, and he is the foundation
of learning and learning is the first to the point of education
skill, and he is the foundation of the teacher's knowledge
and wisdom, the master of education is responsible for the
education of the people.

The Teacher:

There are many teachers of education and the
the people.

Education and the People:

The teacher of education will be responsible for the
education of the people, a teacher can be said to
be a teacher by the nature of his work, and by the use of his
and technical, scientific, and other knowledge. In some cases, the teacher can
be given with the education of the people, and the
education of the people and the teacher can be said to be

Education:

Education is the process of learning and teaching.

Its aim is the extension of basically acquired skill, to the point of vocational efficiency. Thus, its aims are in fulfillment of the Civilian Conservation Corps aim of vocational preparation.

The same comments that have been made in the case of teachers and equipment for Typewriting 1 are equally true of the advanced course, with the exception of the restrictive feature, which would not apply to typewriting as an extension subject. If the course can possibly be given under civilian auspices, the author feels that such procedure is desirable, since expert instruction can be given under the most favorable situation.

Shorthand 1

This subject is also divisible into two courses, Shorthand 1 and Shorthand 2.

Aims:

Beginning shorthand is confined in its aims to preliminary vocational preparation, and therefore fulfills the Civilian Conservation Corps aim of vocational training, but only insofar as it is followed by Shorthand 2.

The Group to be Taught:

Shorthand is a strictly vocational subject,¹ and is normally learned only by those who wish to become stenographers or secretaries.²

¹R. G. Walters. op.cit., p. 17.

²Prof. Paul Salsgiver, in lectures on "Teaching the Pre-Vocational Commercial Subjects." School of Education, Boston University, 1937-38.

The Teacher:

The problem of a teacher of stenography in the camp offers more than the usual difficulty, since comparatively few have been found in the camps, by the author's observation, to be equipped to teach the subject.

Probably the solution of the difficulty lies in the transfer of such trained teachers as exist to the camps where they may be found necessary, by the procurement of more as they may be needed, and by the use of civilian facilities where possible.

Materials and Equipment:

There should be no difficulty with the subject from the standpoint of materials and equipment.

Shorthand 2

Shorthand 2 offers the greatest instructional possibilities, subject to the limitations noted above. The author is not convinced of the wisdom of preparatory skill courses in the camps in all cases, -- only in those cases where there is positive indication of the ability of the student to benefit from the course in terms of employability. In the case of Shorthand 2, as in the other skills, the possibility of extending a skill basically acquired is much greater than laying the foundation for the skill in a basic course.¹

¹Frederick G. Nichols, "Commercial Education in the High School." Boston: The American Book Company, 1932. Chapters 20 and 24. Also "Case Studies in Adult Education." Second Yearbook. Philadelphia: The Eastern Commercial Teachers' Association, 1929, 3-23:509.

Commercial Law (Everyday Law)

Aims and the Group to be Taught:

Commercial Law, taught as a professional knowledge course, seems to the author to have no place in a Civilian Conservation Corps curriculum, since he is not convinced of the necessity on the part of the average enrollee, who will ultimately find employment in a minor position, of detailed legal knowledge of business.

The author is convinced of the efficacy of a course in law, the content of which is similar to the course proposed and taught by Miss Page, of the Portia Law School, in Boston. The course emphasizes "Law for Everyday Living," and is high in social value. It has for its aims the knowledge and appreciation of the legal problems encountered by the average man in his everyday life. Such a course is admirably fulfilling of the Civilian Conservation Corps objectives of satisfaction in cooperative endeavor, understanding of the prevailing social and economic order, and the preservation of good habits of health and of mental development.

The Teacher:

This course in everyday law should offer no instructional difficulties to the teacher who has had some preparation in law. Such teachers exist in many camps.

Materials and Equipment:

Materials are simple and are easily procured. Texts will present the greatest difficulty.

Constitutional Law

Also and the same to be noted:

Constitutional Law, as well as a professional knowledge

concerns, focus on the subject to have in place in a position

Constitutional Law, as well as a professional knowledge

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Salesmanship

The Aims and the Group to be Taught:

The term "salesmanship," as here used, refers to a course in the general principles of selling, taking into consideration the factors of personality traits, techniques, and principles. The consumer viewpoint should be emphasized in this course.

The aims of the course, as above described, would be:

1. Development of the student's personality.
2. General vocational information.
3. Consumer knowledge.

These would meet the aims of Civilian Conservation Corps education in vocational training and knowledge of social and economic conditions.

The Teacher - Materials and Equipment:

Competent instructors for the course can be found in most camps, where many of the personnel have experience in salesmanship and selling. The materials and equipment necessary are limited and readily procurable.

Clerical Practice

Aims:

The content of this course, in this thesis, is conceived to be descriptive of the duties of clerks or office workers, and is non-stenographic in nature. Its aims are vocational efficiency and background knowledge, and these

The first of the three is the teacher:

The term "educational" is used in three senses:

1. The term is used in a general sense to denote the

process of education, the process of preparing the

individual for the life of the community.

2. The term is used in a specific sense to denote

the process of preparing the individual for the

life of the community.

3. The term is used in a specific sense to denote

the process of preparing the individual for the

life of the community.

The second of the three is the student:

The student is the individual who is being

The teacher - the individual who is preparing

The student is the individual who is being

in most cases, the student is the individual who

is being prepared for the life of the community.

The third of the three is the community:

The community is the

the

The purpose of this report is to

to describe the process of education

and to show how it is being

and to show how it is being

are in conformity with the Civilian Conservation Corps aims of vocational training.

The Group to be Taught:

The group eligible for this course should comprise those students who are shown by testing to be lacking in ability in the true "skills," as well as any who elect the subject.

The Teacher - Materials and Equipment:

Trained teachers are available in the camps. Also, the necessary materials and equipment are found in each camp. Excellent opportunities exist for tying in the instruction with actual experience on the job. This course should be capable of excellent presentation in camp. The course should be an adaptation of the high school course known as "Business Practice." It should not include machine operation, with the exception of Adding Machines, but should include the fundamental duties of Office Clerks, such as elementary filing, business behavior, common office forms, etc.

Economic Geography

Aims:

This subject is normally considered as providing broad business background, as having certain exploratory value, and developing of the social and economic attitudes. These aims coincide with the Civilian Conservation Corps aims of vocational training, general educational development, understanding of the present social and economic conditions, and of development of satisfaction in cooperative endeavor.

The Group to be Taught:

Economic geography is a subject that has suffered much abuse in teaching, and for this reason the author is somewhat uneasy at its inclusion in the Civilian Conservation Corps curriculum. If the subject is taught on a drill basis,

are in conformity with the Civilian Conservation Corps aim of vocational training.

The group to be taught:

The group eligible for this course should comprise those who are not able to be trained in the "basic" or "general" course, as well as any who show the ability in the "specialized" course.

The teacher - Instructor and supervisor:

Trained teachers are available in the camps. Also, the necessary materials and equipment are found in each camp. Excellent opportunities exist for training in the instruction of actual experience on the job. This course should be one of excellent preparation in camp. The course should be an extension of the high school course known as "Business Training". It should not include machine operation, with the exception of using machines, but should include the fundamental duties of office clerks, such as stenography, typing, bookkeeping, etc.

General description

Also:

This subject is normally considered as providing broad business background, as having certain explanatory value, and developing of the social and economic situation. These aims coincide with the Civilian Conservation Corps aim of vocational training, general educational development, understanding of the present social and economic conditions, and of development of participation in cooperative endeavor.

The group to be taught:

General description is a subject that has entered much stress in teaching, and for this reason the subject is somewhat uneasy at its inclusion in the Civilian Conservation Corps curriculum. If the subject is taught on a drill basis,

rather than on the plane of understanding appreciation, there is danger that more harm than good will result, due to the resulting boredom.

The Teacher:

There is no doubt in the author's mind concerning the availability of Civilian Conservation Corps teachers who have the necessary content knowledge of the subject, but he wishes to emphasize this subject as an example of the need for teaching from a fixed and uniform point of view. A syllabus, social in concept, and free of drill procedure, would be essential.

Materials and Equipment:

Another drawback to this course in the Civilian Conservation Corps is the necessity for many supplementary materials, equipment, and teaching aids, such as maps, globes, etc. With the problem of funds and equipment limited in amount, as they are, there is some doubt as to the advisability of inclusion of Economic Geography as a standard subject of the curriculum. It would seem advisable to the author to restrict its inclusion to those camps which can procure a stated minimum of materials and equipment.

Business English

Aims:

This course is the subject of much controversy at the

present time, concerning its necessity as a separate subject.¹
It is not the intention of the present author to judge the merits of the arguments. The present concern is whether or not the subject should have a place on the Civilian Conservation Corps curriculum.

The Group to be Taught:

Most observers will agree, the author believes, with his contention that the average enrollee is deficient in spoken and written English. The fact that numbers of enrollees voluntarily request courses in the improvement of English is evidence of the necessity they feel. The outline of the course in English that was prepared by Mr. Cleary for use in the camps of the First District,² while excellent, seems to the author to be too technical in nature, and too inclusive of rules and definitions for use in the instruction of the average enrollee. What is needed is a course which will lead to better spoken and written expression, with a minimum of rules. The need, the author feels, is not for a course in the technical English of business, or for a course on the fourth year level; rather, a review course in application, leading to better grammar and composition.

Few enrollees have the necessary foundation for a course in fourth year Business English, and for this reason,

¹R. G. Walters. op.cit., p.19.

²Robert H. Cleary, "English Outline for Use in CCC Camps."
Prepared under direction of Gordon S. Grundy, District
Educational Advisor, Fort Williams, Maine, Headquarters,
First CCC District, ---.

as well as for those stated above, its inclusion in the Civilian Conservation Corps curriculum is not recommended. Rather, a course in improvement of English such as has been suggested, seems more desirable.

The Teacher:

There are competent teachers of English available in each camp.

Materials and Equipment:

Materials and equipment are simple and few in number. They can be readily procured by each camp.

CHAPTER VIII

Findings

1. That a program of Commercial Education in Civilian Conservation Corps camps is feasible and desirable.
2. That a Commercial Education program can fulfill certain objectives of Civilian Conservation Corps education.
3. That there should be a realignment of attitude toward the Civilian Conservation Corps commercial curriculum.
4. That prognostic and diagnostic testing should be a fundamental part of Civilian Conservation Corps education.
5. That only those members who, as a result of testing, have been found to possess the intelligence, background, attitude, aptitudes, and personality indicative of their ability to profit vocationally from the courses, should be allowed to participate in the vocational commercial curriculum.
6. That the remaining members not eligible, as per Finding #5, should be allowed to participate in the social business studies.
7. That standardization of tests, texts, syllabi, and standards of attainment is essential to a successful curriculum.
8. That a committee composed of members of the camp Educational Councils should prepare the standardizations.

9. That funds and materials should be provided for camp educational programs by the United States, upon the requisition of the Camp Commander, approved by the Camp Educational Council.
10. That suitable instructors should be provided in each camp, by hire or by transfer.
11. That a scientific guidance program is the dominant need of the enrollees.
12. That civilian educational facilities should be utilized to the greatest degree possible.
13. That showy non-essentials should be eliminated and the equivalent funds and energy expended toward the improvement of the educational program.
14. That full advantage should be taken of the possibilities of training camp commercial candidates on the job.

9. That funds and materials should be provided for the national program of the United States, and the participation of the United States, approved by the Economic Council.
10. That foreign investments should be provided in such cases, by law or by contract.
11. That a national economic program is the essential part of the economy.
12. That there is a national economic policy should be applied to the national economic program.
13. That there is a national economic policy should be applied to the national economic program.
14. That there is a national economic policy should be applied to the national economic program.

CHAPTER IX

Recommendations

1. It is recommended that a committee composed of representatives of Camp Educational Councils be appointed to plan and inaugurate a camp commercial education program along the lines suggested by this study.
2. The committee should set up a standard curriculum, to be followed without exception, unless permission for variance is granted by the Commanding General.
3. Uniform syllabi should be drawn up by the committee.
4. Uniform tests should be drawn up by the committee, with the aid of competent educators, and should be required to be passed by students as a prerequisite for course credit.
5. No enrollee should be allowed to participate in the bookkeeping or secretarial specializations unless he can meet prerequisite qualifications.

CHAPTER II

Recommendations

1. It is recommended that a committee composed of representatives of the Educational Council be appointed to plan and inaugurate a camp program along the lines suggested by this study.
2. The committee should set up a standard curriculum to be followed without exception, unless permission for variance is granted by the Commanding General.
3. Uniform syllabi should be drawn up by the committee.
4. Uniform tests should be drawn up by the committee, with the aid of competent educators, and should be required to be passed by students as a prerequisite for course credit.
5. No enrollee should be allowed to participate in the bookkeeping or secretarial associations unless he can meet prerequisite qualifications.

APPENDIX I

The Experience of the Author in the
Civilian Conservation Corps

The author was ordered to active duty in connection with Civilian Conservation Corps activities on May 1, 1935. His first assignment was to the Officers' School at Fort Adams, R.I., where, for a period of six weeks, a group of officers engaged in intensive study of all Civilian Conservation Corps activities, organization, material, and personnel. At the expiration of the period, the author was assigned for observation and practice to the 393rd Civilian Conservation Corps Company, (Veteran), Fall River, Mass.

On June 26, 1935 he was ordered to duty at the Replacement Depot, Fort Devens, Mass., where he assumed the duties of Commanding Officer of Area "D", in charge of enrollees numbering about three thousand during a period of three months. During this period he had the opportunity of observing the enrollees in detail, and became familiar with the characteristics of a group who later were sent to camps all over New England.

In September, 1935, he was assigned, for a short period, to duty at Headquarters, Third Civilian Conservation Corps District, Fort Devens, Mass., as a relief officer for Camp Commanders and Inspector-Instructors. These duties necessitated coverage of many camps in Massachusetts and one camp in New Hampshire.

On October 31, 1935, the author was assigned as Commanding Officer of the 1174th Company, Civilian Conservation Corps, Camp 11051, (USFS P-80), Westfield, Mass. He remained in that capacity until his resignation, to resume graduate studies, on September 12, 1937. During his period of duty at the Westfield Camp, the author had excellent opportunity to become familiar with the Civilian Conservation Corps situation, and the Civilian Conservation Corps enrollee. During his camp tenure, about a thousand enrollees were members of the 1174th Company, at various times.

The author's summation of the average enrollee in the First Corps Area:

Usually of foreign parentage
(French-Canadian, Brava, Polish)
Badly in need of work and funds
Undernourished
Of low morale, due to hardship
Lacks social and economic understanding
Temperamentally suspicious
Responds to friendly treatment

APPENDIX I

The Expansion of the Market in the
United States

The author has written this book in connection with the Civilian Conservation Corps activities on May 1, 1935. His first assignment was to the "Forest" School at Fort Belknap, Montana, but he was later transferred to the Civilian Conservation Corps as an instructor, supervisor, and organizer. At the expiration of his term, he was assigned to the National Conservation Corps, (National, Civil, and Forest Service).

On June 25, 1935 he was assigned to duty at the National Conservation Corps, Fort Belknap, Montana, where he remained for a period of six months. During this time he was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana, and was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana, and was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.

In September, 1935, he was assigned to duty at the National Conservation Corps, Fort Belknap, Montana, where he remained for a period of six months. During this time he was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana, and was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.

On October 15, 1935, the author was assigned to duty at the National Conservation Corps, Fort Belknap, Montana, where he remained for a period of six months. During this time he was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana, and was in charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.

The author's assignment to the National Conservation Corps at Fort Belknap, Montana, was as follows:

- 1. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 2. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 3. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 4. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
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- 6. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 7. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 8. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 9. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.
- 10. In charge of the Civilian Conservation Corps activities at Fort Belknap, Montana.

Highly enthusiastic when interested
A very good worker
Likes the Civilian Conservation Corps,
but desires civilian employment as
soon as possible
Is orderly in conduct and habits with
very little training
Respects camp authority and is willing
and obedient
Becomes enthusiastic about personal and
governmental conservation activities
Acquires a respect for public and private
property
Develops ambition and respect for honest
work
A city dweller, he acquires a love of
nature and rural life
Looks with suspicion on "academic"
education and methods

APPENDIX II

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APPENDIX III

Extracts of Tables from Study 21

Gerald E. Miles, op.cit.

Tables 9 & 20 (Extracts)

Occupations which enrollees intend to make
their life work, with sources of choice,
and years of High School completed.

<u>Occupation</u>	<u>No.</u>	<u>Source of Vocational Choice</u>				
		<u>C.C.C.</u>	<u>School</u>	<u>Parent</u>	<u>Friend</u>	<u>Other</u>
Advertising	3	0	1	2	0	0
Banking and Brokerage	5	1	1	1	1	1
Store Clerk	7	2	2	3	0	0
Store Manager	13	1	5	2	2	3
Salesman	17	3	5	0	0	9
Proprietor	23	4	7	4	0	8
Theatre Manager	2	0	0	0	1	1
Accounting & Auditing	16	4	4	2	3	3
Bookkeeping & Cashier	3	1	1	0	1	0
Clerk (not store)	55	6	12	18	9	10
Steno. & Type.	2	1	0	1	0	0
	146	23	38	33	17	35

<u>Occupation</u>	<u>No.</u>	<u>Years High School Completed</u>					
		<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>P.G.</u>	<u>Tot.</u>
Advertising	3	0	0	1	2	0	3
Banking & Brokerage	5	0	1	1	2	0	4
Store Clerk	7	3	1	1	0	0	5
Store Manager	13	4	1	3	2	0	10
Salesman	17	3	3	3	3	0	12
Proprietor	23	4	3	3	8	1	19
Theatre Manager	2	1	0	0	1	0	2
Accounting and Auditing	16	0	1	0	13	2	16
Bookkeeping and Cashier	3	1	0	2	0	0	3
Clerk (Not store)	55	5	10	11	22	0	48
Steno. & Type.	2	0	2	0	0	0	2
	146	21	22	25	53	3	124

No Choice	234	--	19%
Trade, etc.	870	--	70%
Com'l Occup.	146	--	11%
Cases	1250		100%

Table 21 (Extract)

Number of Enrollees with Training Prior to Enrollment, by Sources

<u>Preparation</u>	Day H.S.	Eve. H.S.	College	Corr. Course	Priv. School	Apprentices	Total
Commercial	196	28	4	1	5	14	248
General Business	111	13	4	1	8	30	167
	307	41	8	2	13	44	415

Table 22 (Extract)

Enrollees Who had Vocational Business Training Prior to Enrollment, and Who Desire Further Training in Camps (where none is offered)

<u>Preparation</u>	Tot.	Com'l	Hotel-					Tot.	Non-	No
			Gen. Bus.	Sell'g	Mess Mgt.	Law	Adv.			
Commercial	248	40	6	4	2	4	2	58	108	82
General Business	167	16	1	2	0	4	2	26	85	56
	415	56	7	6	2	8	4	84	193	138

Table 8 (Extract)

Occupation in Business
Prior to Enrollment

	<u>No.</u>	<u>Same</u>	<u>Similar</u>	<u>None</u>	<u>No Choice</u>
Store Clerks	71	1	3	65	2
Store Managers	5	1	0	3	1
Restaurant Manager	5	0	0	3	2
Bookk'g and Cashier	2	0	0	2	0
Clarks (not store)	36	4	0	29	3
Shipping Clerks	2	0	0	2	0
Salesmen	6	0	0	5	1
Proprietor of business	1	0	0	1	0
Theatre Manager	1	0	0	1	0
	129	6	3	111	9

Table 25 (Extract)

Relation of Chosen Future Occupation
to Old Occupation

Of 1250 enrollees, 70% had less than 17 months' employment
13% had less than 6 months' employment
30% never had been employed

Table 1 (continued)

Number of children with primary school in village and, by sex

Total		Boys		Girls	
1950	1951	1950	1951	1950	1951
102	102	50	50	52	52
102	102	50	50	52	52
102	102	50	50	52	52

Table 2 (continued)

Number of children with primary school in village and, by sex

Total		Boys		Girls	
1950	1951	1950	1951	1950	1951
102	102	50	50	52	52
102	102	50	50	52	52
102	102	50	50	52	52

Table 3 (continued)

Number of children with primary school in village and, by sex

Total		Boys		Girls	
1950	1951	1950	1951	1950	1951
102	102	50	50	52	52
102	102	50	50	52	52
102	102	50	50	52	52

Table 4 (continued)

Number of children with primary school in village and, by sex

Total		Boys		Girls	
1950	1951	1950	1951	1950	1951
102	102	50	50	52	52
102	102	50	50	52	52
102	102	50	50	52	52

Number of children with primary school in village and, by sex

CHAPTER XI

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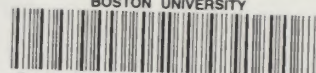
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